

DOCUMENT RESUME

ED 375 670

FL 022 523

AUTHOR Butler, Frances A.; And Others
TITLE LAUSD Language Development Program for African American Students. Language Assessment Instruments. Final Report, Year 1 and Year 2.
INSTITUTION California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS AGENCY Los Angeles Unified School District, Calif.
REPORT NO CSE-TR-339
PUB DATE Dec 92
CONTRACT 910583; 920139
NOTE 152p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Annual Reports; Black Dialects; *Black Students; Elementary Secondary Education; Error Patterns; *Language Tests; North American English; Program Effectiveness; Program Evaluation; Public Schools; School Districts; *Speech Skills; *Standard Spoken Usage; Test Construction; Test Format; Test Reliability; Test Validity; Urban Schools; *Writing Evaluation
IDENTIFIERS *African Americans; *Los Angeles Unified School District CA

ABSTRACT

In the first report, dated August 1991, assessment of three language tests is reported. The tests were developed and are used as part of a Los Angeles Unified School District (California) program to teach mainstream American English (MAE) to speakers of African American Language (AAL). The tests include a writing assessment (grades 3-6) and two instruments for evaluating oral skills (grades K-6), all designed to help assess program effectiveness. Test development, including pilot testing and revision, is described and conclusions and recommendations are presented. Appended materials include directions for written test administration, writing test topics, student writing samples (with scoring), writing assessment forms, notes on pretest error patterns, directions for oral test administration (both structured task and free production), scoring sheets, and sample responses (transcribed). The second report, dated December 1992, describes test modifications made in the project's second year. First, changes in the two prototype speaking tests are discussed, including development of a new prompting format for the free production test and pilot testing and revision processes and results. Creation of new writing test prompts is then described. Appended materials include examples of the 10 features of difference between MAE and AAL being tested, test administration directions, forms, and visual prompts. (MSE)

* Reproductions supplied by EDRS are the best that can be made *
* From the original document. *

CRESSI

National Center for Research
on Evaluation, Standards,
and Student Testing

ED 375 670

Language Assessment Instruments
LAUSD Language Development Program
for African American Students

CSE Technical Report 339

Frances Butler, Joan Herman,
and Edynn Yamaguchi

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J.C. Beers

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

☐ Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

► **UCLA Center for the
Study of Evaluation**

in collaboration with:

► **University of Colorado**

► **NORC, University
of Chicago**

► **LRDC, University
of Pittsburgh**

► **The RAND
Corporation**

BEST COPY AVAILABLE

Language Assessment Instruments
LAUSD Language Development Program
for African American Students

CSE Technical Report 339

Frances Butler, Joan Herman,
and Edynn Yamaguchi

August 1991

National Center for Research on Evaluation,
Standards, and Student Testing (CRESST)
UCLA Graduate School of Education
University of California, Los Angeles
Los Angeles, CA 90024-1522
(310) 206-1532

The work reported here was supported by the Los Angeles Unified School District (LAUSD) under Personal Service Contract No. 910583 and was administered by the Program Evaluation and Assessment Branch. The authors wish to thank Barbara A. Smith, Assistant Superintendent, and Leo Weisbender, Assistant Director, PEAB, for their interest in the project and for their support throughout. We also thank Noma LeMoine, Director of the LAUSD Language Development Program for African American Students, Office of Instruction, for her assistance at every stage of the research.

This report was also published by the LAUSD as Publication No. 574. It is part of Core Team Project No. 16, one of a series of special projects evaluated by the Program Evaluation and Assessment Branch for the Office of Instruction.

The findings and opinions expressed in this report do not necessarily reflect the position of the LAUSD.

This document was submitted by the UCLA Center for the Study of Evaluation to the Program Evaluation and Assessment Branch of the Los Angeles Unified School District as a final project report for FY 1990-1991. The authors were assisted in preparation of the document by staff in the Program Evaluation and Assessment Branch, LAUSD.

Introduction¹

The Los Angeles Unified School District (LAUSD) has been developing a special language arts curriculum to provide teachers with techniques and resources for teaching Mainstream American English (MAE) to speakers of African American Language (AAL). A primary goal of the program is to help African American students develop proficiency in the use of oral and written MAE so that they will have a choice of language alternatives. Developing this proficiency should thereby increase the academic and future life success of these African American students.

The UCLA Center for the Study of Evaluation has developed three prototype evaluation instruments—one for evaluating writing (grades 3-6), and two for evaluating speaking (grades K-6)—to help the LAUSD assess the program's effects on student proficiency in MAE. This paper reports on the development of the prototype instruments for assessing written and oral MAE. Both the test development effort reported here and the prototype instruments should be viewed as preliminary. Additional refinement of test format and subsequent validation are needed before the instruments can be used for evaluation purposes.

This paper is organized as follows: The development of the writing test is discussed first, including the pilot testing procedure and results. Conclusions and recommendations are provided. Next, the development of the speaking tests is presented, including pilot testing procedures, results, subsequent revisions in format and approach, conclusions, and recommendations. Finally there is a summary section.

Assessment Instruments

The two types of instruments for assessing the effectiveness of the English language curriculum for African American students are discussed in turn below. In preparation for developing the instruments, relevant literature was

¹ The authors wish to thank Dr. Lorraine Cole, Director, Office of Minority Concerns, American Speech-Language-Hearing Association, for her technical assistance in addressing the issues involved in this test development project.

reviewed and existing language tests were examined. Our approach to the testing effort grew out of the literature review and review of program goals and curriculum plans. These led us to focus on the differences between AAL and MAE. Indeed, both the writing and oral instruments focus exclusively on differences between the two varieties of English. The content base for the instruments is a LAUSD document entitled "Characteristic Linguistic Features of African American Language Contrasted with Linguistic Features of Mainstream American English."

Writing Test

The writing test involves obtaining a sample of each student's writing and evaluating the sample using the Writing Assessment Scoring Scheme developed by the Center for the Study of Evaluation (CSE). Obtaining the writing sample is a two-day process. The rationale for a process approach is that by allowing students ample time to write and revise, we will obtain writing samples that accurately reflect the students' abilities to write in MAE. Students are told they have two class periods, approximately 30 to 40 minutes each day, to write and revise their stories. They are asked to write the best stories they can using MAE.

For this pilot testing effort, there were two main areas of inquiry. First we wanted to see whether or not the topic types and the specific topics we had selected would, in fact, elicit ratable samples of language from the students. A corollary to this was the issue of whether or not there would be variations in the effectiveness of the prompts by grade level. Second, we wanted to see to what extent the rating scheme we drafted could be used to evaluate the writing samples for MAE usage.

Pilot testing for writing took place in grades 3-6 with two classes per grade level. Most of the testing was conducted at two schools in the district, Baldwin Hills School and Figueroa Street School. These two schools were selected on the basis of differing demographic features which included especially socioeconomic variables. However, since Figueroa Street School does not have sixth-grade classes, 99th Street School provided the second sixth-grade class. Table 1 provides the configuration for pilot testing the writing prompts.

Table 1

Number of Students Tested per Grade per School
and Total Number of Students Tested per Grade
for Writing

School	Grade			
	3	4	5	6
Baldwin Hills	23	23	25	16
Figueroa St.	20	21	24	—
99th Street	—	—	—	19
Total	43	44	49	35

There was a relatively even distribution of students per grade level which was important. We wanted to know how well individual prompts worked in obtaining ratable samples from the students at different grade levels.

Four potential writing topics were pretested, two with pictures and two without. The four topics were equally and randomly distributed in each class. We asked the teachers to circulate among the students and answer questions about specific topics. Directions for the test administrator are provided in Appendix A. The four topics, abbreviated in the tables as (a) special memory, (b) new friend, (c) boy and cat, and (d) girl and parents, are provided in Appendix B. Table 2 provides the initial distribution of students by grade, topic, and school. Table 3 provides the same information with incomplete (student absent the second day) and incoherent samples eliminated. Even after the unusable samples were eliminated, the distribution of topics remained good. We ended up with almost equal numbers of writing samples for each topic.

All four topics elicited ratable samples of language from students of all grade levels tested. Indeed the students seemed to clearly understand the specific task prompted by the instructions for each topic. Variations in student responses were, however, apparent across grade levels and in response to topics which either did or did not include a picture in the instructions.

Table 2

Total Number of Students by Schools, Grades and Topics Who Took the Los Angeles Unified School District Writing Test for African American Students

Grade	Schools and Essay Topics									
	Baldwin Hills School					Figueroa Street School				
	SM	NF	BC	GP	Total	SM	NF	BC	GP	Total
3	5	6	6	6	23	5	4	5	6	20
4	5	7	6	5	23	5	7	5	4	21
5	7	6	6	6	25	6	6	7	5	24
6	3	4	5	4	16	-	-	-	-	4
Total	20	23	23	21	87	16	17	17	15	65

Note. Essay topics and number () of students/topic: SM = Special memory (42), NF = New friend (44), BC = Boy and cat (44), GP = Girl and parents (41).

Total Number of Students by Schools, Grades and Topics Who Took the Los Angeles Unified School District Writing Test for African American Students Minus the Incomplete Samples

Note. Essay topics and number () of students/topic: SM = Special memory (42), NF = New friend (44), BC = Boy and cat (44), GP = Girl and parents (41).

Across the four topics, students in grades 5 and 6 wrote stories which were generally longer and included more of the grammatical features assessed by the scoring scheme than students in grades 3 and 4. (See Appendix C for a set of four stories based on the same prompt, one each from grades 3-6.) With regard to the general coherence of student stories, those written in response to topics with pictures in the instructions were clearer than those written in response to topics which did not include a picture in the instructions. Topics presented with pictures also seemed to rouse greater creativity in student responses. (See Appendix D for two sets of two stories each—one set from grade 4 and one set from grade 5—which compare stories based on sentence prompts to stories based on picture prompts.)

The variation in responses to topics is most evident in the written samples of third-grade students. It may be that the third-grade students as a group respond better or more easily to visual stimuli. For the younger students at least, picture prompts should probably be used.

Two forms of the Writing Assessment Scoring Scheme are included in Appendix E. The first, the Tentative Scoring Scheme, is the research model used to evaluate the writing samples from the pilot testing effort; the second is the revised form modified on the basis of the pilot. The grammatical features on the scoring scheme are points of distinction between written MAE and AAL as delineated in the LAUSD document cited above. With the exception of the second person plural (i.e., you → you all), all features were observed in both MAE and AAL in student samples. Because the second person plural, “you all,” tends to be acceptable colloquial usage in both varieties of English, we decided to delete it as a feature from the scoring scheme.

While the original scoring scheme was thorough in the coverage of feature differences between MAE and AAL, it was time consuming to apply, requiring an average of five minutes per written page, and needed a rater familiar with the distinctive features of written MAE and AAL. In addition, it was difficult at times to determine the source of an error, that is, whether its occurrence was attributable to the student's use of MAE or AAL, a mechanical error, or the student's normal writing development. This issue had an impact on scoring time. (See Appendix F for a list of problematic usage that occurred in the pretest samples.) In training raters to use the Writing Assessment

Scoring Scheme, the identification of error types not readily attributable to differences between MAE and AAL must be covered.

In addition to removing second person plural as a feature, we further modified the scoring scheme after the pretest samples were scored. Under the category "Grammatical Features," the actual feature marker was added to the box containing the name of the feature. For example, within the box for Pluralization, we added "plural marker -s." This was done in turn for all of the features. We decided that more thoroughly specifying the features would facilitate the evaluation process. The section of the scoring scheme under Usage was modified to demonstrate the mathematical scoring process involved. The addition sign (+) and equals sign (=) were added to the scheme to show that the number of occurrences identified as MAE for a particular feature are added to the number of occurrences identified as OTHER (AAL usage and usage not clearly identifiable as either variety) for the same feature to yield the total number of occurrences for that feature in the writing sample. That is, $MAE + OTHER = FEATURE\ TOTAL$ (see Appendix E).

Besides adding the number of occurrences for each feature, the number of occurrences across all features for MAE and for OTHER respectively are added, and the total written in the appropriate box for each next to Usage Grand Total. To obtain an index of MAE Usage for the sample, the MAE Usage Grand Total is divided by the Feature Grand Total. The index of MAE Usage for a given sample takes into account the proportion of occurrences of MAE to OTHER for a particular feature and also the total number of MAE features in proportion to the total number of occurrences of all the specified features in a writing sample. Thus the index of MAE Usage for a piece of writing will provide some indication of the student's control of MAE in free composition. A limitation, of course, is that certain topics will lend themselves to the use of some features more than others. Still, the proposed index of MAE should prove to be a viable means for judging pre/post performance vis-à-vis the English language curriculum for African American students.

Conclusions. The two-day process approach to collecting writing samples worked very well with the students tested. For this reason, we suggest retaining this procedure for the test.

The pilot testing results indicate that while all of the topics used elicited ratable samples of writing from the children, the two topics based on pictures elicited samples that were richer in overall language use and also provided more of the features being assessed. For this reason, we suggest using picture topics in the next stage of testing. Other picture prompts should be selected for further piloting so that two forms of the test will be available. In this way, one form can be used at the beginning of the school year and one at the end of the school year once the test is implemented.

The Writing Assessment Scoring Scheme, while showing promise, requires further trials before we can feel confident about its use. Most problematic is the issue of identifying and categorizing feature occurrences that reflect neither MAE nor AAL usage. The revised draft of the scoring scheme (Appendix E) needs validation.

Recommendations. Based on the pilot test results, we recommend that during the next state of writing test development:

- the writing sample be collected over two days as in the initial pilot;
- additional topics with pictures be piloted to generate a second form of the test;
- the revised Writing Assessment Scoring Scheme be used;
- a training procedure be developed for raters that includes an overview of the scheme, examples of use, repeated cycles of practice and feedback, and reliability checks;
- in addition to a second stage of pilot testing, validation studies be conducted during the next academic year.

Speaking Tests

Two speaking tests were pilot tested: a test which was a structured task and one which was a free production task. Every student was asked to take both tests. Our plan was to obtain two samples of speech from each student that were different in kind. We hoped that by doing so we would be able to assess the student's use of MAE with some degree of confidence. Both tests were tape recorded for subsequent review. The two tests are discussed in turn below.

The pilot testing for speaking took place in grades K, 2, 4, and 6. As with the writing pilot study, most of the testing was conducted at Baldwin Hills School and Figueroa Street School. However, 99th Street School again provided sixth-grade students. Table 4 provides the configuration for testing the speaking tasks.

Table 4
Number of Students Tested per Class per Grade for
Speaking

School	Class	Grade			
		K	2	4	6
Baldwin Hills	A	4	4	4	4
	B	4	4	4	4
Figueroa St.	C	4	4	4	—
	D	4	4	4	—
99th Street	E	—	—	—	4
	F	—	—	—	4
Total		16	16	16	16

In each school, eight students per grade level were selected from two classes. A total of 16 students per grade level were tested. A small number of students per class were tested so that the testing would not burden the teachers. The teachers were asked to select the students to be tested, choosing as best they could a range of students in terms of both proficiency with MAE and general verbal ability.

Structured test. The structured test involved having the test administrator/teacher read 10 sentences to each student and having the student repeat exactly what the administrator said. The structured test allowed us to use exactly the same measure with each student. Consequently, we were able to control the language environment and thus guarantee opportunities for producing specific language features.

The structured test was administered individually to each student and scored on the spot by the test administrator. The test administrator used a scoring sheet with each student which contained the ten sentences. The specific language features being tested were underlined. (See Appendix G for the directions to the test administrator and the scoring sheet for the structured test.) Fourteen features of difference between MAE and AAL were tested. Some sentences contained a single feature while some contained more than one feature. Across from each sentence, the specific feature or features were listed with a blank next to the feature. The test administrator was instructed to not write anything in the blank if the student used MAE. If the student did not use MAE, the administrator was to check on the appropriate line. Table 5 shows the score (number of MAE productions) distribution across grade levels and classes for the 64 students who took the structured test.

As mentioned above, there were fourteen features tested. If a student repeated all of the features in MAE, as many did, his/her score was 14. The overall mean on the test was 11.6 which indicates a high, though not complete, use of MAE for the features tested with the sample of students in the study.

Of the fourteen features tested, four repeatedly varied in the students' speech from the sentences spoken by the test administrator in that the speech of the students conformed to the rules of AAL. There was variation with other features as well, but not to the same degree as with the four below:

Feature and sentence	Number out of 64 whose speech conformed to AAL
– indefinite article Jesse has <u>an</u> aunt who lives next door.	31
– sound cluster (word final) The two pencils are on the desk <u>.</u>	20
– reflexive pronoun The little boy hurt <u>himself</u> when he fell.	19
– sound cluster /ld/ Your brother call <u>ed</u> me yesterday.	17

Table 5

Score Distribution Across Grade Levels and Classes
for the Structured Test

Baldwin Hills School		Figueroa Street School		
K	K	K	K ^a	
9 ^b	9	8	5	
11	12	11	11	
13	14	12	11	
14	14	13	12	
(X=12)		(X=10.4)		
2	2	2	2	1 ^c
10	10	12	9	10
13	12	12	9	10
14	14	13		
14	14	14		
(X=12.6)		(X=11.1)		
4	4	4	4	
8	11	11	7	
10	11	11	10	
10	11	12	10	
12	12	13	12	
(X=10.6)		(X=10.8)		
6	6	6	6	
11	11	12	13	
12	12	14	14	
12	14	14	14	
12	14	14	14	
(X=12.3)		(X=13.6)		
		99th Street School		
6	6	6	6	
11	11	12	13	
12	12	14	14	
12	14	14	14	
12	14	14	14	
(X=12.3)		(X=13.6)		

^a No free speech samples were obtained from this class. Students could not respond to prompts.

^b Numbers indicate correct repetitions in MAE for the 14 features tested.

^c This class included first and second graders, so the teacher selected two students from each grade level.

The structured task was understood by all of the students and was completed without difficulty. The task provided a range of performance on the fourteen features identified as differences between MAE and AAL. Whether variation from MAE in the repetition task was due to not having that feature as part of a productive repertoire is not clear from the data because each feature was limited to one occurrence. Lorraine Cole (personal communication) suggested that in revising the task, the number of features tested be limited to ten and each feature be assessed twice. Further, she suggested criteria for feature selection which guided our revision.

The criteria identified by Cole as ones to consider for selecting features to test are:

1. Frequency of occurrence
2. Category of feature (non-obligatory/other)
3. Developmental appropriateness
4. Most versus least stigmatized
5. What is most important? (Ask teachers, look at curriculum)
6. Skill level of evaluator (Eliminate features that are most problematic to analyze)

Given the nature of the testing situation—children tested individually—and the need for both expedience and accuracy, we decided to focus on Criterion 6 when revising the list of sentences and eliminate the features which in the pilot testing seemed consistently most difficult for an untrained rater to hear. Those features were the word final sound clusters /sk/ and /ld/ as in the following three sentences taken from the test.

The two pencils are on the desk.

John's car is old.

Your brother called me yesterday.

We also decided to eliminate the stress feature tested in the sentence below because it was an issue with only two of the 64 students in the pilot test sample.

The police are in the store.

AAL: po'lice MAE: po lice'

Another consideration in our revision of the structured test had to do with the interest level of the sentence content for young students. At Cole's suggestion, we attempted to produce sentences that would be more interesting for the target population than the sentences that were pilot tested. Along these lines, it might be possible to further increase the interest level by accompanying the sentences with pictures.

In AAL, certain linguistic markers do not exist, that is, plural markers, possessive markers, third person singular markers, past tense markers. Similar sound omissions can be due to articulation or conceptual problems and can be mistaken for AAL usage. To verify that an unmarked feature is truly indicative of AAL usage and not an indication of an articulation or conceptual problem, Cole recommended that a brief pretest be added to the structural test to rule out the latter.

The pretest consists of having the test administrator ask the student to (a) repeat a list of words containing the sounds being tested, /s, z, iz/ at the end of the word, (b) show the student two pictures, and (c) ask a question about each picture that requires an answer that uses the full (uncontracted) copula. To the student, these tasks will appear to be part of the total test and will not actually be called a pretest. If the student cannot produce the features being checked by the words and/or does not produce the full form of the copula, the test administrator will note this on the scoring sheet and will either stop the test at the end of the pretest or continue only with a few sentences on the actual structured test so that the student will not be discouraged.

The scoring sheet for the structured speaking test was revised based on the issues discussed above. It now consists of a pretest and 16 sentences with 10 features, each one tested twice. Some sentences contain one feature and others contain two. A perfect score on the revised structured task is 20. The score can be reported as either a raw score of, for example, 18/20, or as a percent correct, in this case, 90%. The pretest is not scored. The revised scoring sheet with the pretest and new sentences is provided in Appendix H.

Careful attention must be given to training the test administrators to focus on natural delivery of the sentences to be repeated. In the pilot testing, the manner in which the sentences were read varied. One method to standardize the delivery of the sentences might be to tape record them and have them presented to the students on cassette.

Administration and scoring time are important issues. In contrast to the writing task, each assessment must be individually administered, one-on-one. In the pilot test, each administration required about two minutes: This represents significant time to complete an entire class.

Free production test. For the free production test, each student was given a picture and a verbal prompt and asked to tell a story in MAE based on the picture. The student was asked to tell his/her story to a small group of classmates (3-5). Each student had approximately one minute to look at the picture and think about what to say. Four pictures with short oral prompts were pilot tested. The directions to the test administrator, including the pictures and oral prompts, are provided in Appendix I. The draft scoring sheet for the free production test is included in Appendix J.

With the exception of the four students in one kindergarten class at Figueroa Street School (see Table 5), all of the students seemed to understand the free production task and produced some language in response to the pictures they were given. As expected, there was an increase in the amount of language produced by the students by grade level. That is, in general, the second graders produced more language than the kindergartners, and so on; but there was considerable variation at each grade level. The task was especially difficult for the kindergartners. They had to be prompted quite a bit. One kindergarten teacher commented that the children seemed unable to communicate their thoughts; they were unable to fantasize. This implies that, for kindergarten students, a free production task such as this pilot test, is too difficult to elicit language samples representative of the students' language ability.

Across all grade levels the types of responses varied considerably. Some students described the picture, some listed what they saw in the picture, some repeated the verbal prompt with slight variation, some produced short narratives about the person or persons in the picture, and still others used the

picture as a spin off for narratives only slightly related to the picture. Appendix K provides transcribed responses by grade level for each of the four prompts.

There were some instances of non-MAE usage in the students' language, but those instances were few and there was no discernable pattern either in features or grade level. In all cases, the language samples were too brief to allow us to draw any conclusions with confidence. Cole suggests that 50 utterances would be a minimally acceptable sample per student on a free production task. Samples from all grade levels were much shorter than 50 utterances. Either the task or the age of the students, or both, mitigated against our obtaining adequate samples from the pilot testing with the free production test.

Like the structured oral test, the free production test also raises problems of administration and scoring time, particularly for the longer samples required for reliable assessment.

Conclusions. The proposed sentence repetition test elicits ratable speech samples from K-6 students by providing a controlled language environment in which feature differences between MAE and AAL can be examined. The structured nature of the task is both its strength and its weakness, however. The strength of the task is that it allows for specifically identifying testable features, and then provides the environment for those features to occur. The weakness of the task is precisely its restrictive nature. It does not allow for natural language use. We are not sure whether and how the picture of the students' language proficiency is distorted by not allowing for natural language use. But given the limitations of time and resources, the structured test appears to provide a better indication of a student's control of MAE than does the free production test.

We have revised the scoring sheet for the structured test and expanded it to include a pretest. While the scoring sheet worked quite well in its initial form, the revised form must now be pilot tested.

Since the free production task did not prove to be an effective means of obtaining a ratable sample of speech from the students tested, two possible alternative formats could be considered for additional piloting. One format would involve using a story of paragraph length loaded with the features to be

tested and having the students retell the story. Paragraph length can be varied with the grade level of the students. A second potential format involves having the test administrator tell a story and then ask structured questions about the story. Story length could vary by grade level. With both of these formats, the language environment is more controlled than in a free production task, allowing for focus on the feature differences between MAE and AAL. Time requirements, however, are a likely concern, and in this regard, validation studies should investigate whether writing samples provide reasonable substitutes for oral free production.

Recommendations. Based on the pilot test results, we recommend that during the next stage of speaking test development:

- the revised sentence repetition task be subject to validation trials;
- a second sentence repetition task be developed and validated to generate a second form of the test;
- a paragraph-paraphrase task be developed and piloted;
- a story question-answer task be developed and piloted;
- a second paragraph-paraphrase task or a second story question-answer task be produced and piloted depending on the outcome of the initial piloting of the two formats;
- a training procedure be developed for raters that includes an overview of the scheme, examples of use, repeated cycles of practice and feedback, and reliability checks;
- validation studies consider how best to reduce the time burden for administration and scoring.

Summary

This test development project has produced three prototype evaluation instruments, one assessing student writing and two assessing oral production. These instruments will help the LAUSD assess the effects of its new language arts curriculum for African American students on student proficiency in MAE. While this work is preliminary, the outcome of the June 1991 pilot testing effort is promising. Both the revised Writing Assessment Scoring Scheme and the revised structured speaking test should be subject to repeated validation trials. Two alternative formats also have been suggested to

possibly replace the free production oral test. If the district believes that the administration time and the scoring time demanded by such formats are feasible, additional development and pilot testing of these alternatives will be required. Additional validation work is necessary before the instruments described here can be used for evaluation purposes.

Appendix A

Directions for the Test Administrator
Writing Pilot Test, June 1991

**LAUSD Language Development Program
for African American Students**

Class Cover Sheet

WRITING

Please provide the information requested in the spaces below to assist us in evaluating the writing samples from your students.

Date _____

Grade _____

Teacher's name _____

School _____

When you have collected the writing samples from the students, please sort the papers into two groups: one, all African American student papers; two, all others. Please label the two groups.

Please provide any comments you have about the writing procedure and/or topics on this sheet. Your feedback will help us refine the writing test.

LAUSD Language Development Program for African American Students

Directions to the Test Administrator

WRITING

The students should have two class periods to write their stories. Please allow 30/40 minutes each day for the students to write. On the first day, the students should write as much of their stories as they can. On the second day, they should complete their stories and check them for errors. The directions to the students on the assignment sheets ask them to use Mainstream American English for their stories.

Day One

Pass out an assignment sheet and a writing sheet to each student in the class. Four topics are being equally distributed among the students. Because the topics are being pilot tested, some of the student will have picture topics and some will not.

Say to the students:

"I have just given you each a writing assignment. You do not all have the same assignment. Some of the assignments have pictures and some do not. Write the best story you can for your assignment using Mainstream American English not African American Language.

Look at your assignment sheet and silently read your assignment. It is in bold type. I will answer any questions you have about your assignment individually in just a minute." [Give the students time to read their assignments and then continue.]

Say to the students:

"Now I want us to read the rest of the information on the sheet together.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

Do you have any questions?"

If there are no questions, let the students begin. If there are general questions about the procedure, answer them. Circulate to answer questions about specific assignments.

At the end of 30/40 minutes, collect all papers, assignment sheets and writing pages. Count to be sure you have all of them before you allow the students to leave.

Day Two

Pass out the assignment sheets and writing pages to the students. Remind them that they are to complete their stories and check their writing for errors. Also remind them that the stories are being written in Mainstream American English.

When the time is over (30/40 minutes), collect all papers once again, both assignment sheets and writing pages. Count to be sure you have all of them before you allow the students to leave.

Separate the papers into two groups--African American papers, all others--keeping the assignment sheet and writing page for each student together. Label the two groups.

Give all testing material to the LDPAAS facilitator/advisor.

Appendix B

Topics for the Writing Pilot Test

June 1991

WRITING ASSIGNMENT

Directions: Write about a very special memory that made you happy. It could be something that happened to you, something you did, or a place that you have gone. Use Mainstream American English to tell your story.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

WRITING ASSIGNMENT

Directions: Write about a new friend you made this year. Tell how you met your friend and why you like your friend. Use Mainstream American English to tell your story.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

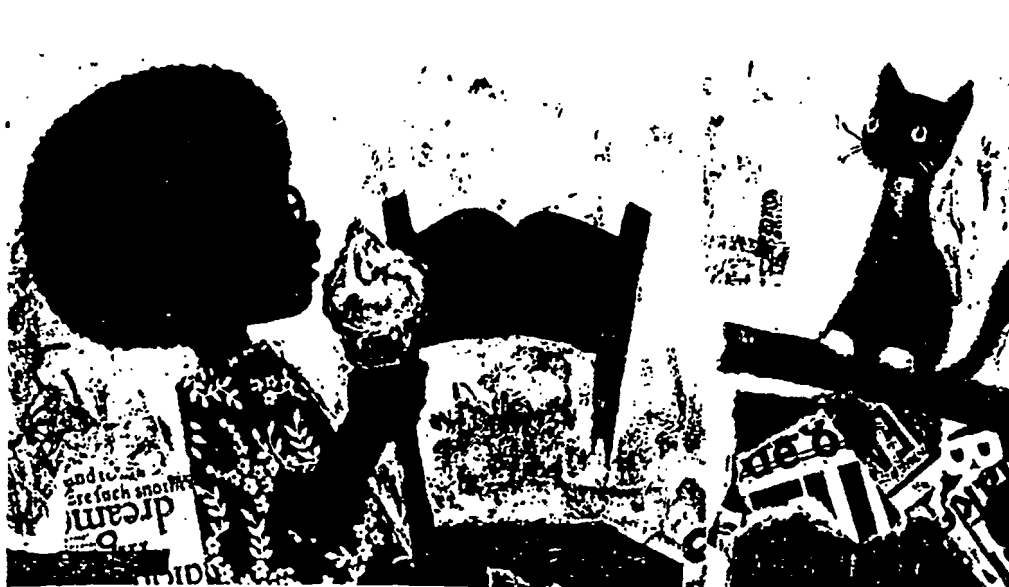
In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

WRITING ASSIGNMENT



Directions: Look at the picture above. The boy's name is Bud. He has made a new friend. Using Mainstream American English, write a story about their first adventure.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.



WRITING ASSIGNMENT

Directions: Look at the picture above. Who do you think the people in the picture are? Using Mainstream American English, write a story about what is happening.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

Appendix C

Writing Samples for the Same Prompt

Grades 3-6

Feature occurrences are circled on the papers, and a scoring scheme is included for each paper. The scoring scheme is an interim version similar to the revised form.

"Bud and the Cat" June 13/19

One day Bud ~~was walking~~ was walking to the ice-cream shop to get some ice-cream. When he came back he took a short-cut. So he went through the alley but then he stopped. There was a baby cat laying down on top of a trashcan.

Bud had lots of fun he gave the cat food every day. But one day he went home and he asked his mother if he could have a cat But his mother said

cats ~~costs~~ too much money.

So Bud said, "Oh you don't have to pay for this one!"

I'll go get it now.

So he went to go get it.

Then he came back with the cat. And his mother said, "Oh

its so cute!" and she said okay.

you can keep it as long as you take care of it. So the next

day they went to the park.

they got on the merry-go-round.

They lived happily ever after.

THE END

Writing Assessment Scoring Scheme

Student's name Student E

Date 6/27/91

Topic Boy and Cat

School Baldwin Hills

Grade 3

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	I	+		=	1
Possession possessive marker -s		+		=	
Past Tense past tense marker -ed	III III III III	+		=	18
Auxiliary/Present tense copula verbs is/are -- including contractions	I	+		=	1
Auxiliary/Past tense copula verbs was/were -- including contractions	II	+		=	11
Third person singular marker -s		+		=	
Indefinite article before vowels a/an		+		=	
Demonstrative pronoun them/those		+		=	
Reflexive pronoun himself/hisself themselves/theirself		+		=	
USAGE TOTAL	22	+	0	=	22

$$\text{MAE Usage Total/Feature Total} = \frac{22}{22} = 100\%$$

Other Features:

Evaluator's signature

Eys

37

6-12-71

Bud and Tom

One day Bud want to the store to get a loaf of bread for his mother. When he got there he got some ice cream too. While he was walking back home a cat followed him to his house. Bud liked the cat so he named him Tom. Bud hid the cat in the garage because his mother doesn't like pets.

32

On the next day Bud was going to school and the Tom followed him to school. Then Bud hid Tom in his locker. Tom's father Bud told Tom to get some ice cream. They started walking home Bud said I got sick my mom. Then Bud got home, he said mom I have a cat named Tom. I wanted to know I can keep yes but you got to take care of

33

~~it's a cat named~~

THE END

BH4

Writing Assessment Scoring Scheme

Student's name Student F

Date 6/27/91

Topic Boy and Cat

School Baldwin Hills

Grade 4

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	1	+		=	1
Possession possessive marker -'s		+		=	0
Past Tense past tense marker -ed	15	+		=	15
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	0
Auxiliary/Past tense copula verbs was/were -- including contractions	2	+		=	2
Third person singular marker -s		+		=	0
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	18	+	0	=	18

$$\text{MAE Usage Total/Feature Total} = \frac{18}{18} = 100\%$$

Other Features:

40

Evaluator's signature Eys

June 12, 1991

Bud's new Adventure

One day there was a boy named bud he was walking down the street when he stoped and saw a cat he said how you doing lillte cat the cat reppond meow rneow. He said to the cat that the cat was going to be his new friend. So the cat and bud had became good friends. Then bud took the cat back to his house.

But before he went home he stop by the ice cream shop. He order on Choco-mulds with Gandy Candy. Then he walked home. Before bud had got the cat he did not know that the cat was an idol for some treasure. So there were two men looking for the cat. Bud's mother know about the cat to because she had had the map for the treasure all they needed from the cat was a special paw. So bud's mom a him and the cat took a trip to texas and the two men had follow them. So bud's mom called the police.

They had found the treasure, But the two men had found them but bud had all readed put the cat's paw on it bud had got the treasure and cat and ran But it was not over yet the police had come and took the two men to jail. Then

took bud and his mother home and they
lived happily ever after.

Writing Assessment Scoring Scheme

Student's name Student G

Date 6/27/91

Topic Boy and cat

School Baldwin Hills

Grade 5

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	I	+		=	1
Possession possessive marker -s	IIII	+		=	4
Past Tense past tense marker -ed	II II II II II	+	IIII	=	26
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	0
Auxiliary/Past tense copula verbs was/were -- including contractions	II II	+		=	7
Third person singular marker -s		+		=	0
Indefinite article before vowels a/an	I	+		=	1
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	35	+	4	=	39

$$\text{MAE Usage Total/Feature Total} = \frac{35}{39} = 90\%$$

Other Features:

(had) became → become [spelling] where → were
 (had) got → gotten
 (had) follow → followed

Evaluator's signature Eys 36 13

June 13, 1991

The Little Shorty

Once there was a six year old kid named Bud, that lived in a little town called Tall Ville.

The reason why it's called Tall Ville was because everything was tall; the trees, homes and the people that lived in the village are tall.

The problem is that everyone hated Bud because he was short for his age.

One day Bud went to an ice-cream shop, while he was licking his ice-cream, a small black cat went in the shop and jumped on the counter.

Bud knew the cat was very hungry and all she wanted was something to eat. Bud gave his cone to the cat and named her Kookie.

Bud and Kookie went out of the store and went home to show his family his new friend. As the next day went by, Bud had to go to school. Bud had a very bad day as usual because he was always constantly teased him of how short he was.

After the school one day there was a fire about two blocks away from the school.

Bud didn't know about it until Kookie started acting strange and led Bud to the fire.

There were two kids in the fire one was two

and one was four.

No one could get inside the house because the doornob was steaming hot and the windows were too small for anyone to fit in.

The only person who could fit into the window was Bud and Kookie.

Bud and Kookie went inside the house, Kookie smelled the kids in their room. Bud found a long piece of rope, he tied the two year old to Kookie and Bud gave the 4 year old a piggy back ride and led them to safety.

Bud and Kookie were on the cover page of the news paper.

Bud was no longer teased after that.

Bud grew up to the tallest man in Tall Ville.

I felt this story was educational and should teach people that everyone is special in some way.

Writing Assessment Scoring Scheme

Student's name Student H

Date 6/27/91

Topic Boy and Cat

School Baldwin Hills

Grade 6

GRAMMATICAL FEATURES	USAGE			FEATURE TOTAL
	MAE		AAL	
Pluralization plural marker -s		+	=	5
Possession possessive marker -s		+	=	0
Past Tense past tense marker -ed		+	=	30
Auxiliary/Present tense copula verbs is/are -- including contractions		+	=	4
Auxiliary/Past tense copula verbs was/were -- including contractions		+	=	19
Third person singular marker -s		+	=	0
Indefinite article before vowels a/an		+	=	0
Demonstrative pronoun them/those		+	=	0
Reflexive pronoun himself/hisself themselves/theirself		+	=	0
USAGE TOTAL	58	+	0	58

$$\text{MAE Usage Total/Feature Total} = \frac{58}{58} = 100\%$$

Other Features:

are → were

is → was

was → were

Evaluator's signature Eys 16

Appendix D

Two Writing Samples Each from Grades 4 and 5:

One sample based on a sentence prompt, one on a picture prompt

Feature occurrences are circled on the papers, and a scoring scheme is included for each paper. The scoring scheme is an interim version similar to the revised form.

5-12-91

My New Friend

The new friend I met this year is Kieth. Kieth isn't new to this school, he came here last year but I wasn't in his class. He's one of my best friends in the whole school. Sometimes at recess we play basketball with the other children in the class. I'm not really good basketball player myself, but Kieth is a very good player and he always passes the ball to me.

Kieth has a big brother named Mark who is in the sixth grade. He is a good friend to me. I also have a brother who is in the first grade. All four of us are good friends.

Mark is about to graduate to the seventh grade. He is going to go to a Junior High School called Paul Revere. Kieth and I won't be graduating until next year. Kieth is probably going to the same school as his brother. But I am going to Audobon Junior High School. And that is probably when our friendship will end.

Writing Assessment Scoring Scheme

Student's name A

Date 6/27/91

Topic New Friend

School Baldwin Hills

Grade 5

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	11	+		=	2
Possession possessive marker -'s		+		=	0
Past Tense past tense marker -ed	1111	+		=	4
Auxiliary/Present tense copula verbs is/are -- including contractions	111 111 1111	+		=	14
Auxiliary/Past tense copula verbs was/were -- including contractions	1	+		=	1
Third person singular marker -s	11	+		=	2
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	23	+	0	=	23

$$\text{MAE Usage Total/Feature Total} = \frac{23}{23} = 100\%$$

Other Features:

40

Evaluator's signature Eys.

June 12, 1991

Let us this African American girl, she was a very good rapper and she was going to the studio to make a record. She was very excited that night so she went to bed at 10:00 o'clock so she could wake up real early. Now her parents really didn't like her style in music, and they were too pleased with the situation. Well, she had to be at the studio at 9:00 o'clock. That morning she woke up at 8:30. She did not know this and her parents didn't either. So she was just munging around not even looking at the time. She didn't want to wake her parents up because she knew that they probably were in a deep sleep. So she just made herself a bowl of cereal with toast and orange juice. It was now 9:00 o'clock and she just got out the shower and her watch said 7:30. She said "Wow! I must of woke up early. So then she put on her clothes, combed her hair, and started practicing. On her watch it said 8:15 but it was really 10:15. So she said "I better wake my parents up. But first she checked the time and when she heard the time she started screaming. She said "OH, NO! It's ten thirty! She went in her parents room and said "Wake Up! I have to go to the studio. Her father said "Oh no early you are too too early. She said "mommy take me to the studio. She said "silly you're going crazy just calm down. She said "how can I calm down. It's ten thirty! Her mother said "what!! God you have to be at the studio BHS

at 9:00 o'clock. She said her mom thats what she was trying
to tell you and dad. So they wake up taking their sweet
time cause they didn't really like rap. So when they got
to the studio it wasn't even open. Let open at 11:00
and her appointment was also at 11:00. Her parents said
when she gets home she's going to get a beating so hard
she won't even be able to sit down!!

The End

Writing Assessment Scoring Scheme

Student's name Student B

Date 6/27/91

Topic Girl and Parents

School Baldwin Hills

Grade 5

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	1	+		=	5
Possession possessive marker -'s		+	1	=	1
Past Tense past tense marker -ed	1 1 1 1 1 1 1 1 1 1	+	1	=	37
Auxiliary/Present tense copula verbs is/are -- including contractions	1 1	+	1	=	7
Auxiliary/Past tense copula verbs was/were -- including contractions	1 1	+		=	10
Third person singular marker -s	1	+		=	1
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	6
USAGE TOTAL	58	+	3	=	61

$$\text{MAE Usage Total/Feature Total} = \frac{58}{61} = 95\%$$

Other Features:

52

Evaluator's signature Eys

One day i made a friend at my little friend they play on Saturday day in the n i made a new friend a gain in the n bee take my home.

I have mabe a new friend over by my friends house we played football in the n we had a nice party by jemel.

On the sould day me ~~and~~ ^{and} my doy are going to play some games with my friends like a basketball game.

Me and my borthor are playing with the turtle wagon with the (turtle) in side of that van now.

My mother and i were playing a game call Bursh in the living room so we can answer some of these question.

Writing Assessment Scoring Scheme

Student's name Student C

Date 6/27/91

Topic Special Memory

School Figueroa Street

Grade 4

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	111	+	1	=	4
Possession possessive marker -'s		+	1	=	1
Past Tense past tense marker -ed	1111	+	1	=	5
Auxiliary/Present tense copula verbs is/are -- including contractions	11	+		=	2
Auxiliary/Past tense copula verbs was/were -- including contractions	1	+		=	1
Third person singular marker -s		+		=	0
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	10	+	3	=	13

$$\text{MAE Usage Total/Feature Total} = \frac{10}{13} = 77\%$$

Other Features:

Evaluator's signature Eys 54

Bud and his friend

Student D
Grade 4

Once upon a time there live a boy name Bud
he as a friend name sat his friend is a cat
that is black and white Bud were's glass that
are black he like to eat ice cream all the time

One day Bud went to go get some ice cream
he came back home to get his cat, but the cat
was not there so he went to go look for his
cat and he look and he look and he look for a long time

And then he saw his cat so he went to go
get some ice cream but he had came to lat the
ice cream store was closed but he found his cat and
then they went home the next day he went to get some

But he didn't have no money on him because he
had spend it all up so he told the man he can't
buy no ice cream today because he spend all of
his money up yesterday the man said I am sorry you did that

So he went back home with his
cat and they sat there for the rest
of the day and did not one thing
some day bud would get some ice cream

Writing Assessment Scoring Scheme

Student's name Student D

Date 6/27/91

Topic Boy and Cat

School Figueras Street

Grade 4

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s		+	1	=	1
Possession possessive marker -s		+		=	0
Past Tense past tense marker -ed		+		=	25
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	4
Auxiliary/Past tense copula verbs was/were -- including contractions		+		=	2
Third person singular marker -s		+	1	=	1
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	23	+	10	=	33

$$\text{MAE Usage Total/Feature Total} = \frac{23}{33} = 70\%$$

Other Features:

Evaluator's signature

Eys

49

56

Appendix E

Writing Assessment Scoring Scheme:

Initial draft and revised form

Tentative scoring scheme: Research model

Student's name _____

Date _____

WRITING

GRAMMATICAL FEATURES	USAGE		
	MAE	AAL	POSSIBLE OCCURRENCES
Pluralization			
Possession			
Past tense			
Auxiliary verbs			
Third person singular			
Past tense copula verbs			
Present tense copula verbs			
Second person plural			
Indefinite article			
Demonstrative pronoun			
Reflexive pronoun			

Comments:

Evaluator's signature _____

Writing Assessment Scoring Scheme for Use of MAE

Student's name _____

Date _____

Topic _____

School _____

Grade _____

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		OTHER		
Pluralization plural marker -s	s	+	Ø	=	
Possession possessive marker -'s	s	+	Ø	=	
Past tense past tense marker -ed	ed	+	Ø	=	
Present tense copula/auxiliary verbs am/is/are -- including contractions	is/are/am/'s/'re/'m	+	Ø	=	
Past tense copula/auxiliary verbs was/were -- including contractions	were	+	was	=	
Third person singular marker -s	s	+	Ø	=	
Indefinite article before vowels an/a	an	+	a	=	
Demonstrative pronoun those/them	those	+	them	=	
Reflexive pronoun himself/hisself themselves/theirself	himself/themselves	+	hisself/theirself	=	
USAGE GRAND TOTAL		+		=	

MAE Usage Grand Total/Feature Grand Total = ____ / ____ = ____ %

Other Features:

Evaluator's signature _____

50

Appendix F

Errors From Pretest Writing Samples
Not Readily Attributable to Differences
Between MAE and ALL

60

**Form in
Students'
Essays**

**Corrected
Form**

a
me
us
us
we're
it

I
I
me
we
we
them

my
her's
are
movies
aunts
someones
friends
dads
parents
Ambers
Roberts

mine
hers
our
movie's
aunt's
someone's
friend's
dad's
parents'
Amber's
Robert's

were
that
an
my

where
at
and
why

alway
sometime
it seem
lot
happen

always
sometimes
it seems
lots
happens

**Form in
Students'
Essays**

**Corrected
Form**

did not have nothing*
no more*
none*
know more

did not have anything
anymore
any
anymore

go to
was gone
look
gaves
at's
is*
have got
got
know
went
hanged
was to go
we're
fell
wakes
yells
starts
nags
ignores
can
had feeled
had got
had rided
was very contented
was broke
got morning time
don't can go
don't got
went
had went
got bit
could
this

to go to
was going
looking/watching
gives
acts
are
has
have
known
rode
hung
went
were
felt
woke
yelled
started
nagged
ignored
came
had felt
had gotten
had ridden
was very content
was broken
was/became
can't go
don't
went to
had gone
got bitten
could have
there was

**Form in
Students'
Essays**

**Corrected
Form**

it
their
passit

there were
they were
past it

Ill
lets
where
were
thats
He's is
wont
your
whats

I'll
let's
we're
we're
that's
He's/He is
won't
you're
what's

*AAL forms which vary from MAE but are not under investigation in this study

Appendix G

Directions for the Test Administrator and Scoring Sheet for the Structured Task

Speaking Pilot Test, June 1991

LAUSD Language Development Program for African American Students

Directions to the Test Administrator

SPEAKING

There are two parts to the Speaking test. Part I is a structured task. Part II is a free production task. The same students should do both parts of the test. Please select four students from your class who you feel represent a range of language ability.

Part I: Structured Task

You will read ten sentences to the student one at a time and the student will repeat each sentence. *You should read each sentence to the student only once.* This procedure will be tape recorded.

For each sentence, one or more points of difference between Mainstream American English (MAE) and African American Language (AAL) are being tested. You are to listen for the student's use of MAE. If the student uses MAE for the point tested, do not write anything on the scoring sheet. If the student uses AAL, check that s/he has done so on the line which corresponds to the point being tested. (See attached scoring sheet.)

Say to the student:

"I am going to read ten sentences to you one at a time. I want you to repeat each sentence exactly as I say it. I will say each sentence only one time. I will record what you say so we can hear it again later. Do you have any questions?"

[Go to the scoring sheet for the sentences.]

Before you begin, be sure to write the student's name, grade in school, and the date in the spaces provided on the scoring sheet.

When you and the student are ready, start the cassette recorder.

Say to the student:

"Tell me your name."

Then begin the procedure. When the student has repeated the last sentence, stop the recorder and sign the bottom of the scoring sheet.

Please provide any comments you have about the structured task on this sheet. Your comments will help us refine the speaking test.

Scoring Sheet: SPEAKING

Student's name _____

Date _____

Part I: Structured Task

Directions: If the student uses MAE, do not write anything. If the student uses AAL, check on the appropriate line.

The two <u>pencil</u> s are on the <u>desk</u> .	• plural _____ • sound cluster _____ (word final)
John's <u>car</u> is <u>old</u> .	• possessive _____ • the /r/ sound _____ • sound cluster _____ (word final)
The <u>police</u> are in the store.	• stress _____
She's a very smart girl.	• auxiliary verb (contraction) _____
The little boy hurt <u>himself</u> when he fell.	• reflexive pronoun _____
We <u>were going</u> on a picnic, but it started to rain.	• past tense copula verb _____
Jessie has <u>an</u> aunt who lives next door.	• indefinite article _____
Your <u>brother</u> <u>called</u> me yesterday.	• the /th/ sound _____ • sound cluster /ld/ _____
Bud <u>plays</u> football after school every day.	• third person singular _____
I <u>am</u> very happy because I have a kitten.	• present tense copula verb _____

Evaluator's signature _____ 67

Appendix H

Revised Scoring Sheet for the Structured Task

63

Scoring Sheet: SPEAKING

Student's name _____

Date _____

Grade _____

Structured Task Pretest

Ask the student to repeat the words below. If the student produces the underlined sound in each word, put a check on the line. If the student does not produce the sound, put a zero (0) on the line.

house	/s/	_____	clothes	/z/	_____
glasses	/iz/	_____	mouse	/s/	_____
shoes	/z/	_____	choices	/iz/	_____
dress	/s/	_____	toys	/z/	_____
brushes	/iz/	_____			

Show the student the two pictures one at a time and say:

Picture #1 *Show me and tell me which one is taller.*

(picture of a man and a boy)

The student should point to the tall man and say "He is." If the student does not say "He is," write down what he/she says. If the student answers correctly, do not write anything.

Picture #2 *Show me and tell me which one is older.*

(picture of a grandmother and a younger woman)

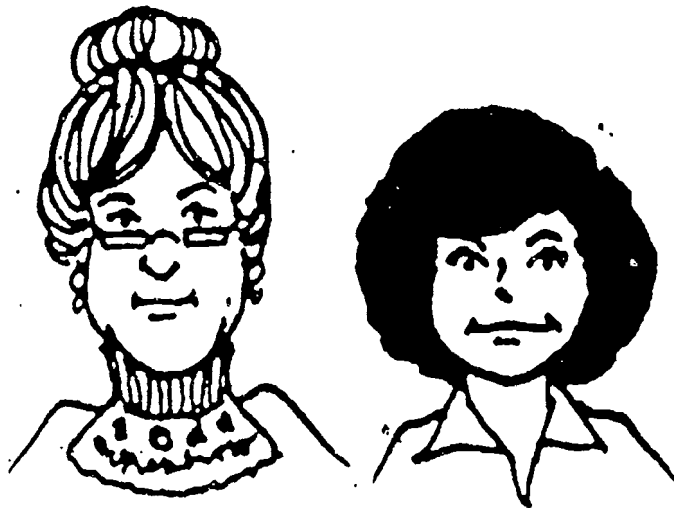
The student should point to the grandmother and say "She is." If the student does not say "She is," write down what he/she says. If the student answers correctly, do not write anything.

Picture #1



70

Picture #2



71

Structured Task

Directions: Ask the student to repeat each sentence. If the student uses MAE, put a check on the appropriate line. If the student does not use MAE, put a zero (0) on the line.

The two cats are chasing the rat.	• plural _____
When my sister has extra money, she buys me ice cream.	• third person singular _____
I saw <u>an</u> apple with a worm in it.	• indefinite article _____
My cousin hurt <u>himself</u> when he fell off the horse.	• reflexive pronoun _____
We <u>were</u> going to play video games, but we didn't have enough money.	• past tense auxiliary verb _____
I love my grandmother. She's wonderful.	• copula verb (contraction) _____
My brother's puppy ate my sock.	• possessive _____
We <u>are</u> excited because there will be a party at school tomorrow.	• present tense copula verb _____
The little boy plays every day with his two kitty cat friends.	• third person singular _____ • plural _____
You'll have a pretty smile if you take care of your <u>teeth</u> .	• the /th/ sound _____
<u>That</u> mother bird laid <u>an</u> egg in my flower pot.	• the /th/ sound _____ • indefinite article _____
Bud's a sharp dude.	• copula verb (contraction) _____
The Lakers are always proud of <u>themselves</u> when they win a basketball game.	• reflexive pronoun _____
I <u>am</u> very happy because I have good friends.	• present tense copula verb _____
<u>They</u> <u>were</u> going to the beach, but the car had a flat tire.	• the /th/ sound _____ • past tense auxiliary verb _____
Billy's cousin always says, " <u>Thank</u> you," when someone is polite to her.	• possessive _____ • the /th/ sound _____

Evaluator's signature _____

Score _____

Appendix I

Directions for the Test Administrator and Pictures and Oral Prompts for the Free Production Task

Speaking Pilot Test, June 1991

Part II: Free Production Task

For this task give each of the four students a different picture (A, B, C, or D) to serve as a basis for telling a story to a small group of classmates.

Give the picture to the student and say:

"Here is a picture. I want you to tell a story about the picture to a small group of your classmates. Use Mainstream American English to tell your story. I will record the story so we can hear it again later."

Read aloud to the student the two-sentence oral prompt that corresponds to the picture--A, B, C, or D.

Oral Prompts for the Free Production Task

- A. This is Willie. He found a secret door to a secret place in his neighborhood. Tell about what you think he found.
- B. These children are ready for an adventure. Where do you think they are going and what are they going to do?
- C. Who do you think the person in the picture is? Tell about what is happening.
- D. Who do you think the person in the picture is? Tell about what is happening.

Say to the student:

"Take some time to think about your story while I get your classmates together."

While the student is planning his/her story, bring the small group of classmates (3-5 students) together. (Allow approximately 1 minute.)

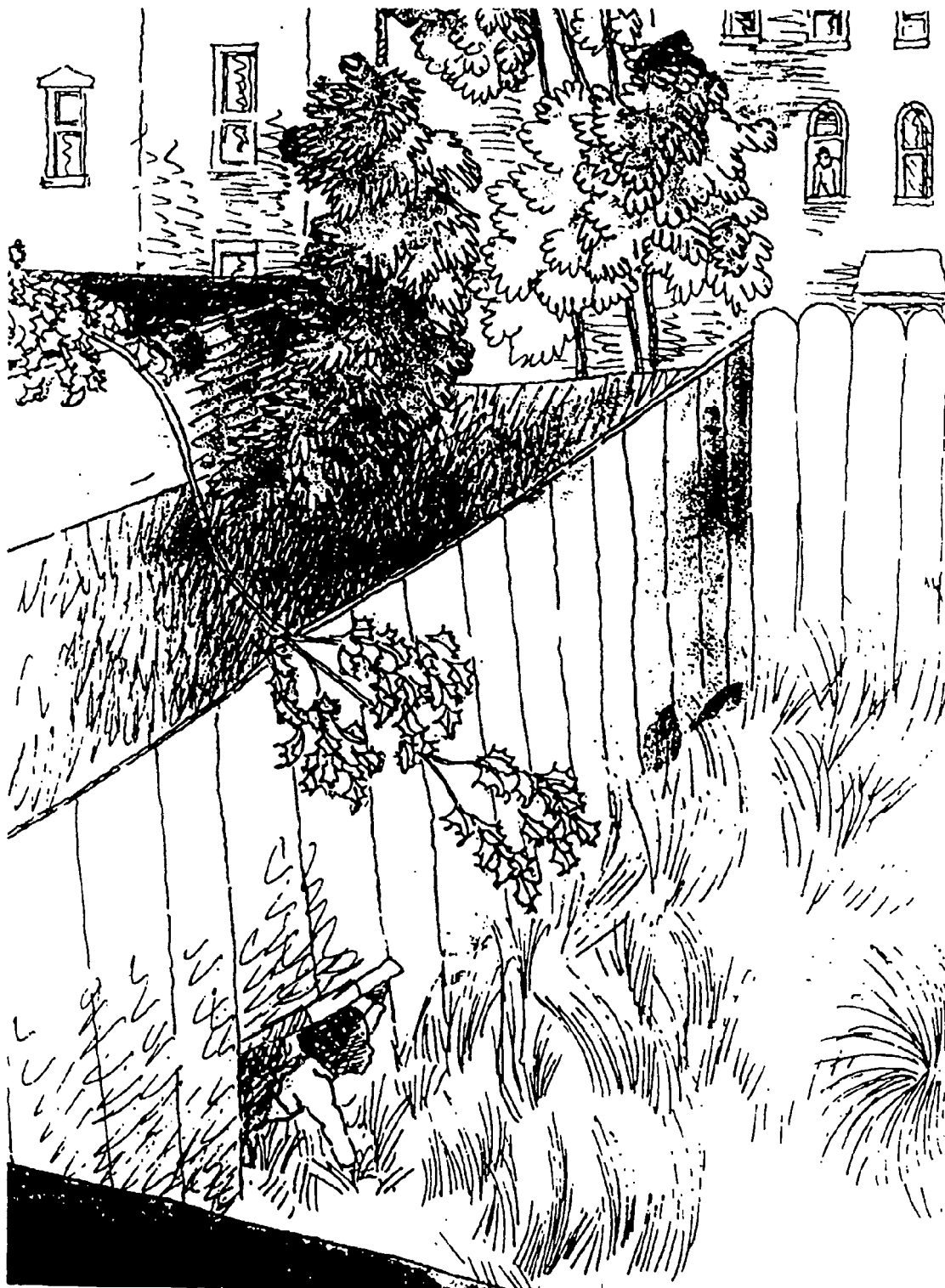
When the group is settled and the student is ready to begin, start the cassette recorder and let the student tell his/her story. *When the student has finished,*

state the student's name, grade level, and the date, so the information will be on the tape. Then turn off the recorder.

Give all testing material to the facilitator/advisor.

Please provide any comments you have about the free production task and topics on this sheet. Your comments will help us refine the speaking test.

A



76

B



C



D



Appendix J

Draft Scoring Sheet for the Free Production Task

80

Tentative scoring scheme: Research model

Student's name _____

Date _____

SPEAKING (Part II)

SOUND PRODUCTION	USAGE		
	MAE	AAL	POSSIBLE OCCURRENCES
Sound clusters			
Beginning of word			
Middle of word			
Word final			
Stress patterns			
First person future			
Multiple negation			
Use of GO			
GRAMMATICAL FEATURES	MAE	AAL	POSSIBLE OCCURRENCES
Pluralization			
Possession			
Past tense			
Auxiliary verbs			
Third person singular			
Past tense copula verbs			
Present tense copula verbs			
Second person plural			
Indefinite article			
Demonstrative pronoun			
Reflexive pronoun			

Tentative scoring scheme: Research model

Student's name _____

Date _____

SPEAKING (Part II)

Comments:

Evaluator's signature _____

Appendix K

Transcribed Responses per Grade Level
for Each of the Four Prompts in the Free Production Task

Speaking Pilot Test, June 1991

Prompt C: Who do you think the person in the picture is? Tell about what is happening.

- (K) Someone is riding the horse and the peaches are gonna fall on 'em and he's running away.
- (2) The title of my story is "Ivy Yoyo." Ivy Yoyo was on a horse and he was running from two pumpkin and then the horse was taking him somewhere and when they went somewhere they had fun.
- (4) Once upon a time there lived a man. He lived in a place called Pumpkin Town. He lived in a pumpkin house. He had a horse and the people called him Peter Pumpkin Eater. Everybody liked him. The end.
- (4) In the picture I see a little boy on the horse riding away from a big giant pumpkin that's chasin' him. He's trying to get away as fast as he can, but he can come home safe. The horse doesn't have no idea what's happening but he's getting a message to hurry as fast as he can. He makes it home very safe and tells his whole family what happened the same day. The end. He lived happily ever after.
- (6) I think the person in the picture is a little boy and he looks like he's running away from giant pumpkins that grew when he was growing um, and he's running through a farm, a farm yard with his horse and he looks very scared.
- (6) Once upon a time there was a boy and his horse. Billy was the boy's name. Thunder was the boy's horse. Billy and Thunder rode through a pumpkin patch, but Thunder's hooves got stuck in the leaves so all of a sudden Thunder sees big clouds in the sky and so does Billy. The clouds go overhead then all of a sudden the sun comes back out, so Billy and Thunder ride back home.

Prompt D: Who do you think the person in the picture is? Tell about what is happening.

- (K) The little girl walkin' walk with flowers in her hand. She saw a (incomprehensible).
- (2) I think the person in the picture is Summer and and what is happening is a a girl is picking flowers in the forest and a and a wolf is spying on her in the forest.
- (4) Once upon a time there was, there lived a girl in a small, in a small house by the forest. She would always visit her grandmother on the other side of the forest. But one day she wanted to give her grandmother some flowers. She was walking and she lost the trail and then a hungry wolf came upon her

The grade is provided in the parenthesis next to the transcribed speech of the student.

Prompt A: This is Willie. He found a secret door to a secret place in his neighborhood. Tell about what you think he found.

- (K) He saw a door and he push his way out.
- (2) I think Willie found a kitten or a ball. All the people were looking at him.
- (2) I think he found the secret place under the gate into a special place where he was.
- (4) One day Willie found a secret door in his neighborhood and then when he got there he found a frog, and the back of a gate and he told all of his friends when he got to school the next day.
- (6) I think Willie found a secret hideout place in his backyard under a wall in the grass where he goes down in after school and at night time.

Prompt B: These children are ready for an adventure. Where do you think they are going and what are they going to do?

- (K) They goin' to Magic Mountain and havin' a lot of fun playin' on the rides and getting into the water.
- (2) These kids are going to Mars and um they probably see some creatures that try to come after em and try to get em and eat em up. And they would take em away and um they never see their mother or father again and they try to uh get away from em but they can't cause they got long arms and legs like uh pull they tongue out and they catch em and eat em up with salt, sugar and all that stuff on em and cook em up and they'll eat em.
- (4) Once upon a time there were five kids who lived down the street from each other named Tony, John, Kim, Kimberly, and Lynn. They, they were planning a picnic for late Friday to plan their Mother's Day gift, and Tom, he made up the whole idea to give their parent a big giraffe and share it. The end.
- (6) I think these children are going from door to door because it's Halloween and and they're dressed up funny and they want them, and they want people to notice them that that it is Halloween and they're...

and growled at her. She started to run, but she wasn't goin' the right way but until she uh found, but until she found a trail, she, she followed it all the way down to her grandmother's where the hungry wolf was waiting. She, she came in. The hungry wolf jumped at her. She, she [caud] called for help even though it was useful but a hunter that knew her grandmother came over and shot the wolf and that was the end of the hungry wolf. The end.

- (6) Once upon a time there was a little girl. She was walkin' in the woods pickin' flowers for her mother. She um she was pickin' flowers for her mother. Suddenly she heard a noise. It was a a coyote and the coyote came up to her and she was so frightened she didn't know what to do. So she just stood there. Then after awhile she started thinking that if she, if she ignores him then he, he will not mess with her. So that is what she did and the coyote just went away. The end.

C·S·E

Los Angeles Unified School District
Language Development Program
for African American Students
Language Assessment Instruments

Final Report: Year 2

Center for the
Study of Evaluation
UCLA Graduate
School of Education
405 Hilgard Avenue
Los Angeles, CA 90024-1522
(310) 206-1532

87

BEST COPY AVAILABLE

Los Angeles Unified School District
Language Development Program
for African American Students
Language Assessment Instruments

Final Report: Year 2.

Frances A. Butler
Edynn Y. Sato
Patricia Snyder

December 1992

Center for the Study of Evaluation
Graduate School of Education
University of California
Los Angeles, CA

The work presented in this report was conducted with support from the Los Angeles Unified School District (LAUSD) under contract number 920139. However, the opinions expressed do not necessarily reflect the position or policy of the LAUSD and no official endorsement by the LAUSD should be inferred.

Acknowledgments

The authors would like to thank the people listed below for their assistance and support with the Year 2 work on the test development project reported here. Each person contributed in a unique way, and each contribution was critical to the success of the work.

Barbara A. Smith, Administrator, Program Evaluation and Assessment
Branch, Los Angeles Unified School District (LAUSD)

Leo Weisbender, Assistant Director, PEAB, LAUSD

Noma LeMoine, Director, LAUSD Language Development Program for
African American Students (LDPAAS)

Lorraine Cole, Director, Office of Minority Concerns, American
Speech-Language-Hearing Association

Joan Herman, Associate Director, UCLA Center for the Study of Evaluation

Jamal Abedi, Director of Technical Projects, UCLA Center for the Study of
Evaluation

Katharine Fry, Editorial Assistant, UCLA Center for the Study of Evaluation

Judy Miyoshi, Administrative Assistant, UCLA Center for the Study of
Evaluation

Rosalyn Degraffinried, LDPAAS Advisor, LAUSD

Subria Kifano, LDPAAS Advisor, LAUSD

LAUSD classroom teachers and substitute teachers who served as test
administrators and raters for the two stages of pilot testing

Table of Contents

Introduction.....	1
Speaking Test: Modifications in the Prototype	2
Structured Speaking Test	4
New Speaking Test Format.....	5
August 1992 Pilot Testing	6
Pilot Testing Results	10
Effectiveness of test items.....	10
Type of picture prompt for final test form	11
Revised test administration procedure.....	11
Teacher/tester judgments	12
Remaining issues for content modification	13
Discussion.....	13
Speaking Test: Establishing Equivalence of Forms	14
October 1992 Pilot Testing	15
Pilot Testing Results	16
Equivalence of forms	17
Interrater reliability.....	19
Revision of weak items.....	19
Discussion.....	19
New Writing Test Prompts.....	20
Focus Groups.....	21
Format of New Prompts	22
Discussion.....	22
Summary.....	23
References	24

Appendix A: Examples of the 10 Features of Difference Between MAE and AAL Being Tested	25
Appendix B: Directions for Test Administrators Speaking Test, August 1992 Pilot.....	29
Appendix C: Feedback Questionnaire Speaking Test, August 1992 Pilot.....	33
Appendix D: Scoring Form Speaking Test, August 1992 Pilot.....	37
Appendix E: Response Sheets for Part III Story Section for Form A and Form B Speaking Test, October 1992 Pilot.....	41
Appendix F: Summary of Training Procedure for Test Administrators Speaking Test, October 1992 Pilot.....	45
Appendix G: Directions for Test Administration Speaking Test, October 1992 Pilot.....	49
Appendix H: Focus Group Pictures, October 1992.....	55

Introduction

This document reports on the 2nd year of a 3-year project to develop evaluation instruments for assessing student proficiency in Mainstream American English (MAE) in speaking (Grades K-6) and writing (Grades 3-6). The instruments are being developed by the UCLA Center for the Study of Evaluation (CSE) for use in the Los Angeles Unified School District (LAUSD) Language Development Program for African American Students (LDPAAS). The LDPAAS provides teachers with instructional strategies for teaching MAE to speakers of African American Language (AAL) (Los Angeles Unified School District, forthcoming). The evaluation instruments being developed will be used with the program as pre and post measures to help determine program effectiveness at teaching MAE to speakers of AAL. For this reason, two forms of each instrument are being produced.

During the 1st year (1990-91), prototype instruments were developed for both speaking and writing (Butler, Herman, & Yamaguchi, 1991). During the 2nd year, activities focused on the revision and refinement of the speaking instrument and the development of a second form of the instrument. The two forms of the speaking instrument, Form A and Form B, were pilot tested to determine equivalence and, in addition, potential new writing prompts were generated. The writing instrument and companion scoring procedure require revision and refinement, and two forms must be produced. Then both the speaking and writing instruments must be validated. These tasks will be conducted during Year 3. Until the validation cycle has been completed, the instruments cannot be used for evaluation purposes.

This paper is organized in the following way. First, modifications in the prototype speaking test are discussed including development of a new format. Then the pilot testing procedure for establishing equivalence of forms is presented. Next there is a discussion of the new writing prompts. Finally, there is a summary section.

Before beginning the specific discussions listed above, an important point from the 1st-year report (Butler et al., 1991) is repeated to provide context. With both the speaking and writing instruments, the content focus is on the differences between AAL and MAE. It is important to remember that the items on the tests address only specific linguistic differences between the two language systems, and therefore no broader interpretation of the students' language abilities should be inferred. The content base for the instruments is the section of the instructional strategies document (Los Angeles Unified School District, forthcoming) entitled: "Characteristic Linguistic Features of African American Language Contrasted with Linguistic Features of Mainstream American English."

Speaking Test: Modifications in the Prototype

During initial prototype development in Year 1, two formats for speaking were piloted: a structured test and a free production test. The structured test, in which the test administrator read sentences to each student and the student repeated what the test administrator said, allowed us to use exactly the same measure with each student. In that way, we were able to control the language environment and thus guarantee opportunities for producing specific language features. Even though students were asked to

imitate sentences in MAE, we did elicit AAL from those students who were least proficient in MAE. The structured format and procedure was extremely successful. We concluded that the structured test prototype should be retained as part of the final speaking test.

The free production test, on the other hand, proved to be problematic. In this task, each student was given a picture and a verbal prompt and asked to tell a story using MAE based on the picture. With the exception of four students in one kindergarten class, all of the students tested (K, 2, 4, 6) understood the task; however, the language samples produced were too brief to allow us to draw reliable conclusions about the students' use of MAE. Because the structured task did not prove to be an effective means of obtaining a ratable sample of speech with the population tested, we decided to consider alternative formats for the speaking test.

As part of the prototype revision process, Lorraine Cole, Director of the Office of Minority Concerns for the American Speech-Language-Hearing Association, met as a consultant with Noma LeMoine, Director of the LAUSD LDPAAS, and the UCLA test development staff in July 1992 to discuss test content issues.

As a result of the meeting, changes were undertaken to refine the structured test, and a new format was developed to replace the free production test. Also, as part of our discussions, 10 feature differences between MAE and AAL were selected from the features on the initial structured test and others suggested by Cole for inclusion on the revised prototype to be piloted in August 1992. Those features were:

1. plural
2. demonstrative
3. third person singular
4. reflexive
5. past "was/were"
6. present "is/are"
7. possessive
8. wh-locative
9. negation
10. distributive "be"

See Appendix A for an example of each feature. These 10 features were identified on the basis of three criteria: (a) they are among the most frequently noted differences between the two language systems, (b) they are readily identifiable as features of AAL by speakers of MAE, and (c) they are features that can be easily and accurately assessed by evaluators who are linguistically unsophisticated. See Butler et al. (1991, pp. 12-14) for an earlier discussion of feature selection.

Structured Speaking Test

While the structured speaking test performed well during Year 1 piloting, the individual sentences were revised after the piloting at Cole's suggestion to make the content more interesting for the target population (Butler et al., 1991, p. 14). However, at the July meeting, the participants agreed that the prototype could be further improved in the direction of making the content more engaging for the students by having the individually repeated sentences comprise a story rather than be a collection of unrelated sentences.

To that end, two story lines were developed using sentences containing the 10 feature differences between MAE and AAL discussed above. Because the format was essentially unchanged in that the sentences were simply linked by a story, the revised structured task was not included in the August

piloting. Rather, one story was included on Form A of the test and one on Form B for the equivalence testing in October 1992. For each form, there are 20 sentences in the structured section with each sentence testing one feature. Each of the 10 features is tested twice in the structured section.

New Speaking Test Format

Because the free production prototype piloted during Year 1 failed to produce ratable language samples from the students, we decided to develop a format in which the language environment would be more controlled and that would, we hoped, elicit the 10 feature differences between MAE and AAL listed above. At the same time, we wanted to be sure the task was not purely imitative because we already had a successful format of that type in place.

The format developed for pilot testing consisted of a series of pictures illustrating a story with companion questions that were based on the story content and that focused on the 10 feature differences between MAE and AAL identified as most salient for our purposes. The administration procedure involved having the test administrator, in this case, the classroom teacher, point to a picture, read a specified portion of the story, and then ask the student questions about the portion of the story just read. By presenting the story segment by segment, we hoped to eliminate any short-term memory effects.

Two types of picture prompts were used with this story format. One type consisted of a four-frame cartoon with all of the frames on one page. One cartoon was a modified "Calvin and Hobbes" cartoon, and the other was a modified "Garfield" cartoon. The second type of picture prompt involved a series of individual pictures, each on a separate page. The pictures were drawn by an artist to match two story lines developed by CSE staff. One story

line was about a little girl named LaToya and her younger brother Tevin. The second was about Sturbridge the Pigeon.

August 1992 Pilot Testing

The purpose of the next phase of pilot testing, which was conducted in August 1992, was to ascertain whether the new format for the speaking test would provide ratable language samples that would supplement the information from the structured task. In addition, the pilot testing would allow us to determine which type of picture prompt—cartoon or series of individual pictures—was more effective with the population being tested.

We were also concerned about whether we could successfully elicit specific features. Three features in particular were problematic from an item writing perspective—demonstrative, reflexive, and distributive “be.” It was extremely difficult with these three features to construct items for which the desired structure would be the most likely response.

Table 1 shows the distribution of the features across the four story lines on the August pilot test: cartoon—Garfield, Calvin; picture series—Tevin and LaToya, Sturbridge, for a total of 38 items on the test. While some features proved easier to tap than others, distributive “be” was the only feature with just a single opportunity for production on the pilot test.

The August 1992 pilot testing effort took place in Grades K, 2, 4, and 6. Most of the testing was conducted at three schools in the district, 52nd Street School, Manhattan Place School, and Figueroa Street School. However, because Manhattan Place School and Figueroa Street School do not have 6th grade classes, testing at the 6th grade level also took place at Normandie Avenue School. Table 2 shows the number of students tested per class per school.

Table 1

Feature Distribution Across Cartoons and Picture Series for Speaking Test Prototype
August 1992 Pilot

	Garfield	Calvin	Tevin and LaToya	Sturbridge	Row Total
Plural	1	1	2	2	6
Demonstrative	0	1	1	1	3
Third Person Singular	1	2	1	1	5
Reflexive	1	0	1	1	3
Past "was/were"	1	0	1	2	4
Present "is/are"	1	1	1	0	3
Possessive	2	1	2	2	7
Wh-locative	2	1	0	0	3
Negation	2	0	0	1	3
Distributive "be"	0	0	1	0	1
Column Total	11	7	10	10	38

Table 2

Number of Students Tested by Grade and School for Speaking Test
Prototype, August 1992 Pilot

	Grade and Number			
	K	2	4	6
School 1 (52nd St. School)	4	4	4	4
School 2 (Manhattan Place)	4	4	4	—
School 3 (Figueroa St.)	4	4	4	—
School 4 (Normandie Ave.)	—	—	—	8 ^a

Note. — = no students tested.

^a Two classes, four students each.

The students at each grade came from the same class except for Normandie Avenue School Grade 6. A small number of students per class was tested so that the testing would not be a burden to the teachers.

The teachers were asked to select for testing the four least proficient speakers of MAE in their classes, preferably two girls and two boys. We felt that in this way we would be better able to determine if the test items would elicit AAL because the students who are less proficient in MAE would be more likely to respond in AAL than would the more proficient MAE speakers. The test directions asked the student to answer the questions using MAE.

Classroom teachers were briefed by a LDPAAS advisor on how to administer the test. CSE test development staff familiarized the advisor with the test administration procedures and stressed the importance of encouraging the teachers to provide feedback about the process and test content by completing a short questionnaire. Appendix B provides the "Directions for Test Administrators." Appendix C provides a copy of the feedback questionnaire. Of the 12 teachers who administered the test, 9 completed the questionnaire. Their comments are discussed below.

The teachers administered the test individually to each student and scored the test on the spot. All of the tests were tape recorded to facilitate analysis of test results. Each response was judged only for the feature being tested and was assessed as being MAE, AAL, or Feature Not Present (FNP). FNP was selected when the response did not include the feature being tested.

For example, one item with the Garfield cartoon involved a frame with Garfield and Jon sitting in a tree. The item tested for the feature "reflexive" by asking, "Who do you think put them there?" A MAE response was: "They put themselves there." An AAL response was: "They put theyself there." Two

FNP responses were: (1) "Garfield did" and (2) "They climbed up the tree." In both FNP cases, the feature being tested was not produced.

To assist the teachers in making judgments about student responses, example responses were provided for MAE and AAL for each item on the test. For example, in the Garfield cartoon, the first frame showed Garfield sitting on his owner's (Jon's) lap with both of them watching T.V. In the test booklet the test administrator saw:

Cartoon: Garfield

Point to the first picture and say: "This is Jon and his cat Garfield. They're watching their favorite music videos on T.V. What did I say they're doing?"

RESPONSES:

PRESENT "IS/ARE"¹

	MAE	AAL	FNP
	They <u>are</u> ...	<u>They watching</u> ...	
	They <u>re</u> ...		
1. PRESENT "IS/ARE"			

Figure 1. Example responses provided in test booklet for the feature PRESENT "IS/ARE."

The test administrator was to put a check in the appropriate box under the relevant example(s). For the example above, if a student responded, "They watching T.V.," a check should have been put in the box under AAL. If a student responded with only "Watching T.V.," FNP should have been checked because while the answer is appropriate in terms of its meaning, it does not provide enough language to determine whether the student would produce the feature being tested (Present "is/are") in MAE or AAL.

We knew that by combining the two cartoon stories and the two stories based on a series of pictures in one test, this pilot test would take longer to administer than the final speaking test. In spite of the test length, the students in all four grades maintained a high level of interest throughout the test.

Pilot Testing Results

Overall, the August pilot testing effort went very well. We were able to obtain the information we needed to make informed decisions about the final makeup of the speaking test.

CSE test development staff listened to the recordings of all 48 speaking tests and used a special scoring form (see Appendix D) to make specific comments about student responses and to indicate whether the teachers had assessed the answers accurately. A critical question was whether the students would produce a desired response for a given prompt, that is, the feature being tested. In other words, would we obtain samples of speech ratable in terms of the features we wanted to assess?

Another important issue had to do with identifying the type of picture prompt—cartoon or series of individual pictures—that would work best with the population being tested. A third critical issue was whether the teachers would, with the limited training they received, be able to make accurate judgments regarding the students' language use.

Effectiveness of test items. In general, the test items elicited desired responses from the students, that is, a given feature in either MAE or AAL. As expected, the items testing for a demonstrative form, a reflexive form, and distributive aspect yielded a substantially higher number of FNP ratings than did items testing for most other features. As mentioned above, it was

extremely difficult with those three features to generate items that would force a response only using the desired feature. On the basis of these results, we decided to eliminate the three features from the picture/story section of the final form of the speaking test and test them only through the repetition task. In spite of this decision, we ended up including one item that tested distributive "be" on Form B because it looked extremely promising.

The one additional problematic feature on the August 1992 pilot was third person singular. There were five items in the test that attempted to elicit that form. Two of the five items received an unexpectedly high number of FNP ratings. Upon further scrutiny of all five third person singular items, we determined that the two problematic items lent themselves to more logical answers using other grammatical forms and were thus poorly constructed to test for third person singular. Since the remaining three third person singular items worked well, we decided to retain the feature on the picture/story section of the final speaking test.

Type of picture prompt for final test form. Both the cartoons and the series of pictures used on the August 1992 pilot test elicited ratable responses from the students. Teacher comments on the questionnaire indicated that the students were able to follow and understand both formats. A few individual teachers noted a preference for one format over the other, but there was no discernible pattern. Since both formats appeared to work equally well, we decided to use the picture series as the new format for the speaking test. Having a series of pictures would facilitate a modification in the test administration procedure that would make administering the test less cumbersome.

Revised test administration procedure. For the August 1992 pilot testing, the test administrator used a separate test booklet for each student.

The booklet included (a) the questions for the cartoon, (b) the script and questions for the story, and (c) example MAE and AAL answers for all questions. The student's answers were recorded in the booklet, page by page. The cartoons and the pictures that accompanied the stories were on separate sheets the test administrator had to manipulate along with the test booklet.

In an attempt to make the test administration procedure more manageable, we reduced the size of the test booklet by producing laminated sheets with a picture on one side and the corresponding portion of the story and questions on the other side, thus eliminating the picture/story section from the test booklet with the exception of a single-page response sheet. (See Appendix E for the response sheets for the Form A and Form B picture/story sections.)

The revised speaking test booklet now includes only the pretest, the structured section of the test, and the single-page response sheet for the picture/story section. The more compact test booklet with the laminated picture/story section has streamlined the speaking test procedure.

Teacher/tester judgments. It became clear in reviewing the recorded tests that the level of training provided for the teachers was insufficient for assuring reliability and validity of test results. There was considerable variation in how the teachers administered the test even though they all had the same written test administration directions. Some teachers repeated questions several times if a student did not answer or did not provide the desired response. Some teachers reread parts of the story several times and would say, "Listen while I read the story again." Still others would turn off the tape recorder, say something to the student, and then turn the recorder on again. Invariably the student would provide the desired MAE response. Clearly, a uniform test administration procedure was not followed for the

August pilot even though test administration directions were provided and a brief training conducted. One of the teachers commented on the questionnaire that "teachers need more explanation before giving the test." Indeed, much of the lack of uniformity on the August pilot was probably due to the limited amount of time available for training the teachers who were already stretched to the limit with their regular daily schedules. This issue of teacher/tester training was addressed during the October 1992 pilot. A 1-day training workshop was designed and conducted for that pilot by UCLA test development staff.

Remaining issues for content modification. Suggestions from teachers regarding specific pictures and items were taken into consideration, and changes were made based on the suggestions and on test results. A change was made, for example, in the name of the pigeon who is the main character in one of the stories. In the August pilot, the pigeon's name was Sturbridge. Two teachers indicated that the name was too difficult for the younger children (K) to remember, so the pigeon's name was changed to Gavin for the October pilot.

Discussion

The results of the August 1992 pilot testing effort led to modifications in test content and in the test administration procedure. With a better understanding of the test formats and procedures we pilot tested, we were able to generate two forms of the test that we felt were comparable in content. In the next stage of pilot testing we expected to be able to determine if they were also comparable statistically.

The August pilot testing reinforced the need for rigorous training of test administrators and led to the development of a workshop for test administrators that was conducted prior to the October pilot testing.

Speaking Test: Establishing Equivalence of Forms

On the basis of the August pilot test results, two forms of a final speaking test were assembled for equivalence testing during October 1992. The changes discussed above were incorporated in the two forms.

Each form of the test included an unscored, 11-item pretest (see Butler et al., 1991, p. 15, for a discussion of the pretest) and the two sections that had been under development as prototypes: (a) the structured section with the sentence repetition task and (b) the picture/story section with structured questions about the story. Each test form had a total of 30 scored items. The structured section had 20 items; the picture/story section had 10.

Table 3 shows the feature distribution across Sections 2 (structured section) and 3 (picture/story section) for both forms of the test for the October 1992 pilot testing effort. As the row totals for both forms indicate, each feature was tested at least twice on each form and most were tested three or four times. Overall feature representation on the two test forms was parallel though not identical.

Table 3

Feature Distribution Across Sections and Forms for the Speaking Test, October 1992 Pilot

Feature	Form A			Form B		
	Section 2 ^a	Section 3 ^b	Total	Section 2 ^a	Section 3 ^b	Total
Plural	2	2	4	2	2	4
Demonstrative	2	0	2	2	0	2
Third Person Singular	2	1	3	2	1	3
Reflexive	2	0	2	2	0	2
Past "was/were"	2	2	4	2	1	3
Present "is/are"	2	1	3	2	1	3
Possessive	2	2	4	2	2	4
Wh-locative	2	1	3	2	1	3
Negation	2	1	3	2	1	3
Distributive "be"	2	0	2	2	1	3
Column Total	20	10	30	20	10	30

^a Structured section, sentence repetition task.^b Picture/story section, structured questions about story.October 1992 Pilot Testing

The October pilot testing took place in three schools in the district, 52nd Street School, Manhattan Place School, and Normandie Avenue School, at Grades K, 2, 4, 5, and 6. Table 4 provides the distribution of students across schools, grade levels, and forms of the test.

Table 4

Distribution of Students Across Schools, Grades, and Forms of the Speaking Test, October 1992 Pilot

School	Grade	K		2		4		5		6	
	Form ^a	A	B	A	B	A	B	A	B	A	B
School 1 (52nd St. School)		6	7	6	5	5	4	—	—	6	5
School 2 (Manhattan Place)		6	4	6	6	4	4	1	4	—	—
School 3 (Normandie Ave.)		4	1	3	2	3	2	—	—	1	4
		16	12	15	13	12	10	1	4	7	9

Note. There were two raters at Schools 1 and 2 and one rater at School 3. — = no students tested.

^a Form A: $N = 51$ (across grade levels). Form B: $N = 48$ (across grade levels).

The tests were administered by five retired teachers employed as substitutes by the district. These administrators received one day of training at UCLA's Center for the Study of Evaluation. (See Appendix F for a summary of the training procedures and Appendix G for the Directions for Test Administration.) The training was conducted by the test development staff responsible for the project. All five teacher-administrators were enthusiastic about the project, the rationale behind it, and their involvement in the process.

Pilot Testing Results

In addition to testing for equivalence of forms during this final phase of pilot testing before the validation study, interrater reliability was examined, and weak items were identified and revised. Each of these issues is discussed in turn below.

In the discussions that follow, results are reported for two groups of raters: (a) the five retired LAUSD teachers who administered the tests in the schools and scored them on the spot, and (b) two members of the UCLA test development staff who listened to a subset of the recorded tests and provided independent ratings so that interrater reliability could be calculated. For the first group, 51 ratings were available for Form A and 48 ratings for Form B. For the second group, 17 Form A tests and 14 Form B tests were rescored.

Equivalence of forms. In order to use the two forms of the speaking test as pre and post measures, the equivalence of the two forms must be established. That is, we must be able to say with confidence that the two forms are measuring the same thing (content equivalence) and are doing so in the same way (statistical equivalence).

In developing story lines and writing test items, we attempted to assure that the language difficulty and the interest level of the test content were appropriate for K-6 students. Feedback from teachers and test administrators guided our revisions to help assure the appropriateness of the content for the target population. In addition, the features being tested were distributed in a balanced way across test sections and test forms to help assure for equivalence of feature coverage.

To determine statistical equivalence of the two forms of the speaking test, Form A and Form B, an analysis of variance (ANOVA) was run on the test results separately for both the LAUSD raters and the UCLA raters. Table 5 provides the results for the LAUSD raters.

Table 5

Analysis of Variance Results for the LAUSD Raters for Form A and Form B of the Speaking Test, October 1992 Pilot

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	43.8788	43.8788	1.0189	.3153
Within Groups	97	4177.2929	43.0649		
Total	98	4221.1717			

Note. Rater N = 5.

An F ratio of 1.02 ($p < .05$) indicates that there is no significant difference in forms for this group of raters. Table 6 provides the results for the UCLA raters.

Table 6

Analysis of Variance Results for the UCLA Raters Form A and Form B of the Speaking Test, October 1992 Pilot

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	21.9035	21.9035	.5615	.4597
Within Groups	29	1131.1933	39.0067		
Total	30	1153.0968			

Note. Rater N = 2.

An F ratio of .56 ($p < .05$) indicates that for the UCLA raters there is also no significant difference in the two forms of the test. The results of the P.M. Correlation analysis ($r = .93$) between Form A and Form B along with the ANOVA results indicate that Form A and Form B of the speaking test are parallel forms.

Interrater reliability. The interrater reliability was high for both forms of the tests for the October 1992 pilot testing. The interrater reliability for Form A with 17 speaking tests was .917 and for Form B with 14 speaking tests was .932.

Though the sample size was limited, these results show that the group of LAUSD raters and the pair of UCLA raters were consistent in their evaluations of the speaking samples across both forms of the test. These findings are encouraging and suggest that the 1-day rater training successfully prepared the teachers to administer the test and score the student responses with a high degree of accuracy.

Revision of weak items. Item statistics (item mean, item standard deviation, item total correlation, and "reliability of scale when item removed" were used to help us identify weak items (items with low item-total correlations) on both forms of the speaking test. Three items requiring further scrutiny were identified on Form A and 10 items on Form B. The test developers reexamined the content of those items and made modifications. The revised items will be examined again during the 1993 validation phase.

Discussion

The results of the October 1992 pilot testing indicate that two parallel forms of the speaking test have been developed for use with K-6 grade students in the LAUSD LDPAAS. The test, which focuses on 10 feature differences between MAE and AAL, must now undergo validation procedures.

New Writing Test Prompts

During the 1st year of test development, two types of writing prompts were pilot tested—topics with pictures and topics without pictures. While both types of prompts elicited ratable samples from the students, the topics with pictures generated richer language samples. For this reason, the recommendation was made to continue developing writing prompts that involved the use of pictures (Butler et al., 1991, p. 9).

The writing prompts piloted in Year 1 were free production or open-ended prompts in that the students were asked to write a story about a given topic. There was no attempt to control the language they produced. In general, the children at all the grades (3-6) tested were able to write stories in response to the prompts, though there were differences in performance across grades with the older students producing more language.

From a scoring perspective, the open-ended stories proved problematic because there was no way to assure the production of the features we wanted to assess. Some topics lend themselves to the use of some features more than others, but there is no way to confidently predict the use of specific features.

During the July 1992 meeting with Lorraine Cole, pictures for writing prompts and the scoring scheme were discussed at length. As a result of those and additional discussions, test development staff decided to modify the format of the writing test. Picture prompts would still be used, but a short story would be developed to accompany each picture, and specific questions would be asked about the picture and story. Those questions would be framed to elicit the same 10 features being assessed in the speaking test. We felt that this modification would allow for more efficient use of testing and scoring time and would

provide information about students' use of MAE in writing that would be parallel to the information about MAE use in speaking.

Focus Groups

To assist in selecting pictures for writing prompts that would appeal to the target population, UCLA test developers conducted focus groups on October 8, 1992, at 99th Street School with 3rd graders (6 girls, 6 boys) and 6th graders (7 girls, 5 boys). They were shown 11 pictures, one at a time, which had been grouped into three categories: people, animals, and fantasy. The children were asked if they liked each picture and what kind of stories they could think of about it. In four instances, a single page had a pair of pictures that were thematically linked. Those four pairs are counted as single pictures. The focus group pictures are provided in Appendix H and are lettered A-K.

The pictures of Mickey Mouse (J), the cat (H), and the two dogs (I) appealed the most to the 3rd graders. Topics suggested by the 3rd graders included: (a) why Mickey is dressed/standing the way he is in the picture, (b) why the cat is scared/hiding, and (c) the relationship between the two dogs. A topic suggested by the 3rd graders that was not related to any of the pictures was dancing.

The 6th graders liked the following pictures the most: the girl looking in the mirror (C), the boy looking up (D), the cat (H), the two dogs (I), and Mickey Mouse (J). They suggested adding pictures of famous people such as Michael Jordan, Magic Johnson, and Larry Bird. They felt sports in general would provide good topics. They also thought pictures of dinosaurs would be interesting to write about. The 6th graders indicated that they would have no trouble coming up with ideas for any of the pictures.

Format of New Prompts

Eight writing prompts have been developed and will be pilot tested during winter 1993. Each prompt includes a picture, a short story based on the picture, and a series of four to six questions that attempt to elicit answers requiring the same features we are assessing with the speaking test. Two answer formats will be pilot tested. One format allows the student to freely generate an answer with the hope that the question is structured enough to force a specific response. The second format asks the same questions but frames each response by actually providing a single-sentence answer with a blank for the word or words which contain the feature being tested.

Pilot testing will provide the information needed to make a decision about the format to be used and the number of pictures and items to include on the final writing test forms. The eight pictures selected for the new prompts were chosen from the focus group favorites and from additional pictures which reflected suggestions made by the students in the focus groups.

Discussion

The change in format of the writing test has meant a shift from a 2-day process approach involving a free writing sample (Butler et al., 1991) to a structured approach that involves sentence-level written answers to specific, focused questions. The format change allows us to concentrate our assessment on a set of specific feature differences between MAE and AAL. If we are successful in eliciting the desired features in the written answers to the questions, we will have assessment data in the written modality that is more comparable to the speaking test data than were data from the free writing samples, which often did not produce the features of interest in either MAE or AAL.

Summary

Work during Year 2 of the test development project described here has produced two parallel forms of a speaking instrument to help the LAUSD assess the effects of its LDPAAS on student proficiency in MAE. To this end, prototype formats were pilot tested and revised, and then two forms of the instrument were pilot tested to assure comparability of forms.

In addition to finalizing the speaking instrument, eight new writing prompts based on pictures and short stories were developed and will be pilot tested during winter 1993 as part of the third-year tasks for the project. The pilot testing results will allow us to finalize two forms of the writing test and move to the validation phase for both instruments.

References

Butler, F., Herman, J., & Yamaguchi, E. (1991, September). *Language development program for African American students: Assessment instruments* (Core Team Project No. 16) (Publication No. 574, Report No. 5). Los Angeles, CA: Los Angeles Unified School District, Program Evaluation and Assessment Branch. [This report is also published as: *Language assessment instruments: LAUSD Language development program for African American students* (CSE Tech. Rep. No. 339). Los Angeles: University of California, Center for the Study of Evaluation.]

Los Angeles Unified School District. Office of Instruction. (Forthcoming). *Instructional strategies for "language different" African American students: A handbook for educators.*

Appendix A

Examples of the 10 Features of Difference Between MAE and AAL Being Tested

The examples below each give (a) the name of the grammatical feature being tested, (b) a question or prompt which should elicit the feature as part of the response, and (c) possible responses in MAE and AAL.

1. plural

How many buildings do you see? (A plural answer with number is desired.)

MAE: Two buildings.

AAL: Two building.

2. demonstrative

Which buildings are almost as tall as Calvin?

MAE: Those buildings.

AAL: Them buildings.

3. third person singular

After Calvin starts to grow bigger, tell me what he does next. He . . .

MAE: He crawls/going . . .

AAL: He crawl/go . . .

4. reflexive

Who do you think put them there?

MAE: They got there themselves.

AAL: They got there theyself.

5. past "was/were"

What was happening before the lights went out?

MAE: They were watching/sitting. . .

AAL: They was watching/sitting. . .

6. present "is/are"

What did I say they're doing?

MAE: They are/They're watching/sitting . . .

AAL: They watching/sitting . . .

7. possessive

Can you tell me where the cat is sitting?

MAE: On Jon's lap.

AAL: On Jon lap.

8. wh-locative

What does he ask Garfield?

MAE: Do you know where the candles are?

Where are the candles?

AAL: Do you know where the candles are at?

Where are the candles at?

9. negation

What can they see in the dark?

MAE: They can't see anything.

AAL: They can't see nothing.

10. distributive "be"

What does Garfield always do?

MAE: He is always eating.

AAL: He always be eating.

Appendix B

Directions for Test Administrators

Speaking Test

August 1992 Pilot

Directions for Test Administrators: Speaking Test

August 1992

Test Sections

The speaking tests that you will be administering to your students consist of two sections. The first section contains two **cartoons** with questions about each cartoon. The second section contains two **stories** with questions about each story. Pictures accompany each story. Each question focuses on one feature of difference between Mainstream American English (MAE) and African American Language (AAL).

Test Recording

All tests must be tape recorded so that we can listen to the student responses and determine how we might modify the test content to more effectively assess the language ability of the students. You will be given two cassette tapes. We have indicated in the test booklet when to start and stop the tape recorder. Be sure to record only one student on each side of the tape. Be sure you start at the beginning of the side each time. It is important that each student give his/her full name at the beginning of the tape. Also, be sure that you label each side of the cassette with the appropriate student's name.

Student Selection

We ask that you select four students (2 males and 2 females) to take the test whom you consider to be the least proficient speakers of MAE in your class. In this way we will be better able to determine if the items on the test will elicit AAL because the students who are less proficient in MAE will be more likely to respond in AAL than would the more proficient MAE speakers.

Student Answers

The directions ask the student to answer questions using MAE. For some questions it is absolutely critical that the student answer in a complete sentence. In those instances the directions tell you how to prompt the student to provide a more complete answer. In other instances you should be able to judge whether or not the feature is present without hearing a complete sentence.

Student Information

Provide the information requested on the front of each test booklet before you begin the test.

Scoring

There is a place right in the test booklet for you to score each response. You will indicate whether the response given by the student was in MAE, AAL, or whether the Feature was simply Not Present in the response (FNP). There are boxes where you will check either MAE, AAL, or FNP.

We have provided examples of what the students might say in both MAE and AAL to help guide your decisions about the answers the students give. In every instance, you should focus on what is underlined in the examples as you evaluate a response. It is important to remember, however, that the students may give other equally appropriate answers that contain the feature being tested. If you are unsure about a given answer, write down in the test booklet what the student said and do not check any of the boxes.

There are several questions throughout the test that ask "How many" of something the student sees in a picture. What we are testing for with those questions is the student's ability to provide the plural "s" on the noun. For those items, the example answers we have provided say "X," whatever the noun is. The reason for this is that the exact number the student gives is not important. If the student gives the wrong number but provides the plural "s" on the noun, you should put a check in the MAE box.

Sample Question:

Say: "How many turtles do you see in this picture?"

Student's answer: "Three turtles."

Responses: PLURAL ¹⁷

	MAE	AAL	
	X turtles	X <u>turtle</u>	FNP
17. PLURAL	✓		

(Note: A plural answer WITH A NUMBER is desired. If the student responds with just a number ask: "X what?")

Upon completion of the test, total the number of MAE responses and record the total in the box provided on the cover sheet.

122

Appendix C

Feedback Questionnaire

Speaking Test

August 1992 Pilot

Questionnaire

Thank you very much for agreeing to give the speaking test we are developing for the Language Development Program for African American Students to a few of your students. We are extremely interested in feedback from you regarding the test administration procedure and your sense of how well the students responded to the tasks. To this end, we are providing a short list of questions below that we would very much appreciate your taking the time to answer. Your answers will help us improve the testing instrument. If you have any additional comments, please call us at (310) 206-1532. We would welcome your input.

1. Did you find the two formats, (1) cartoon with questions and (2) story with questions, easy to administer? How could the administration be made easier?
2. Did you understand the category "Feature Not Present (FNP)" for evaluating student answers? If not, what seemed confusing?
3. Can you suggest alternative questions for eliciting the features we are attempting to analyze? If so, could you provide specific examples?
4.
 - (a) In general, how did you like the cartoons and story pictures?
 - (b) Did the students seem to respond well to them?
 - (c) Do you have comments about specific pictures?
 - (d) Did the students have any comments we should be aware of?
 - (e) Were any of the pictures confusing to the children or somehow inappropriate? If so, please explain.

(Note: Please use the back of this sheet to expand your comments.)

Appendix D

Scoring Form

Speaking Test

August 1992 Pilot

125

37

LAUSD MAE Project Scoring Form

Tape Number _____

Student I.D. # _____
(School, Grade, Student)

Side A B

Item #	Feature being Sought	Teacher Correct?	Notes
1	PRESENT "IS/ARE"	☐	
2	POSSESSIVE	☐	
3	PLURAL	☐	
4	POSSESSIVE	☐	
5	NEGATION	☐	
6	THIRD PERSON SINGULAR	☐	
7	WH-LOCATIVE	☐	
8	WH-LOCATIVE	☐	
9	REFLEXIVE	☐	
10	PAST "WAS/WERE"	☐	
11	NEGATION	☐	
12	PRESENT "IS/ARE"	☐	
13	THIRD PERSON SINGULAR	☐	
14	THIRD PERSON SINGULAR	☐	
15	POSSESSIVE	☐	
16	WH-LOCATIVE	☐	
17	PLURAL	☐	
18	DEMONSTRATIVE	☐	
19	DISTRIBUTIVE ASPECT	☐	

20	DEMONSTRATIVE	☐
21	POSSESSIVE	☐
22	PLURAL	☐
23	PLURAL	☐
24	PAST "WAS/WERE"	☐
25	THIRD PERSON SINGULAR	☐
26	PRESENT "WAS/WERE"	☐
27	POSSESSIVE	☐
28	REFLEXIVE	☐
29	THIRD PERSON SINGULAR	☐
30	NEGATION	☐
31	PAST "WAS/WERE"	☐
32	PLURAL	☐
33	PLURAL	☐
34	POSSESSIVE	☐
35	REFLEXIVE	☐
36	POSSESSIVE	☐
37	PAST "WAS/WERE"	☐
38	DEMONSTRATIVE	☐
Total Number of items marked as correct by teacher		

Appendix E

Response Sheets for Part III:
Story Section for Form A and Form B

Speaking Test

October 1992 Pilot

Part III: Story Section

Directions: Listen for the student's use of Mainstream American English (MAE). If the student uses MAE for the feature tested, put a check in the box marked MAE on the scoring sheet. If the student uses African American Language (AAL), put a check in the box marked AAL on the scoring sheet. If the student provides a response that is not being tested for, put a check in the box marked FNP (Feature Not Present). Examples of MAE and AAL responses are provided along with the prompt on the back of the picture.

Say: "Now I am going to tell you a story. I will show you some pictures that go along with it and ask you some questions about the story. When you answer the questions, I want you to use Mainstream American English. Do you have any questions?"

Go to the back of Picture 1. Record answers from the Story Section here.

	MAE	AAL	FNP
21. THIRD PERSON SINGULAR			
22. WH-LOCATIVE			
23. NEGATION			
24. PRESENT "IS/ARE"			
25. PAST "WAS/WERE"			
26. PLURAL			
27. POSSESSIVE			
28. POSSESSIVE			
29. PAST "WAS/WERE"			
30. PLURAL			

**Total Number of
MAE Responses
in Part III:** _____

Part III: Story Section

Directions: Listen for the student's use of Mainstream American English (MAE). If the student uses MAE for the feature tested, put a check in the box marked MAE on the scoring sheet. If the student uses African American Language (AAL), put a check in the box marked AAL on the scoring sheet. If the student provides a response that is not being tested for, put a check in the box marked FNP (Feature Not Present). Examples of MAE and AAL responses are provided along with the prompt on the back of the picture.

Say: "Now I am going to tell you a story. I will show you some pictures that go along with it and ask you some questions about the story. When you answer the questions, I want you to use Mainstream American English. Do you have any questions?"

Go to the back of Picture 1. Record answers from the Story Section here.

	MAE	AAL	FNP
21. DISTRIBUTIVE "BE"			
22. POSSESSIVE			
23. PLURAL			
24. PAST "WAS/WERE"			
25. PLURAL			
26. THIRD PERSON SINGULAR			
23. PRESENT "IS/ARE"			
28. POSSESSIVE			
29. NEGATION			
30. WH-LOCATIVE			

**Total Number of
MAE Responses
in Part III:** _____

Appendix F

Summary of Training Procedure
for Test Administrators

Speaking Test

October 1992 Pilot

Five retired teachers employed as substitutes by the Los Angeles Unified School District (LAUSD) received 1 day of training (5 hours) at UCLA's Center for the Study of Evaluation to prepare them to administer the two forms of the speaking test for the October 1992 pilot. Training was conducted by three researchers involved in the development of the test.

Test administrators were informed of the purpose of the LAUSD African American Language Development Project, its history, and their role in the test development process. They were then given general directions for test administration which included an overview of the three main sections of the test (i.e., pretest, sentence repetition section, picture/story section), guidelines and examples for standardizing test administration (e.g., how to elicit students' responses), instructions for recording and scoring student responses, and directions for completing a test administration log. Procedures for tape recording student responses were also reviewed.

Test administrators were then given an item-by-item review of each form of the speaking test. Examples of student responses were provided for each item with guidance on how they should be scored. Administrators were reminded to use natural language to elicit student responses and to prompt students according to the script provided for each item.

Following the review of the directions for administration and the tasks, test administrators practiced administering and scoring the two test forms. First, two UCLA trainers role-played the parts of a test administrator and a student while the administrators-in-training listened and scored the "student's" responses. Test administrators were then given time to practice administering both forms of the assessment to a partner while trainers observed and commented on their techniques.

At the end of training, school assignments were reviewed and the design for test administration/data collection explained.

Appendix G

Directions for Test Administration

Speaking Test

October 1992 Pilot

134

49

Directions for Test Administration Speaking

LAUSD Language Development Program
for African American Students
October 1992 Pilot Test

Test Sections

The speaking test that you will administer to students consists of three sections:

- Part I: A short pretest, which involves (a) word repetition and (b) short answers to questions about pictures
- Part II: A sentence repetition section
- Part III: A story section, which asks students to answer questions about a story you tell them. Pictures accompany the story.

The test focuses on features of difference between Mainstream American English (MAE) and African American Language (AAL).

Part I: Pretest

There are two sections in this pretest. In the first section, you will ask the student to repeat a list of nine words. You should say each word only once. If the student produces the underlined sound in each word, put a check (✓) on the line next to the word. If the student does not produce the sound, put a zero (0) on the line next to the word. In the second section, you will show the student two pictures one at a time, and ask the student to answer a question about each picture. If the student provides the desired response, no mark should be made in the test booklet. If the student does not provide the desired response, record the student's response on the line provided in the test booklet.

[Note: Even if the student is unable to produce any of the appropriate sounds during the pretest, proceed to Parts II and III.]

Part II: Sentence Repetition Section

You will read a series of sentences to the student one at a time, and the student will repeat each sentence. You should read each sentence to the student only once. You should read each sentence at a normal rate of speech with no special emphasis on the underlined sound(s) and word(s). Listen for the student's use of MAE. If the student produces the underlined feature, put a

check (✓) in the box next to the sentence. If the student does not produce the feature, put a zero (0) in the box next to the sentence. After you have finished administering the whole test, total the number of checks in Part II and enter the total on the appropriate line on page 4 of the test booklet.

Part III: Story Section

You will read a story to the student and ask the student questions about the story and the pictures accompanying the story. Listen for the student's use of MAE. If the student uses MAE for the feature tested, put a check (✓) in the box marked MAE on the scoring sheet. If the student uses AAL, put a check in the box marked AAL on the scoring sheet. If the student provides a response that (a) is neither MAE or AAL or (b) is an AAL form not being sought, put a check in box marked FNP (Feature Not Present). Examples of MAE and AAL responses are provided for each question along with the prompt on the back of the picture. After you have finished administering the whole test, total the number of checks in Part III and enter the total on the appropriate line on page 5 of the test booklet.

Procedure

Before you begin, be sure to provide the information requested on the front of the test booklet (i.e., date, student's name, teacher's name, student's grade in school, school's name, and your name).

All tests must be tape recorded so that we can listen to the student responses and determine how we might modify the test to more effectively assess the language ability of the students. You will be given 11 cassette tapes. Be sure to record only one student on each side of the tape. Be sure you start at the beginning of the side each time. It is important that each student give his/her full name at the beginning of the tape. Also, be sure that you label each side of the cassette with the appropriate student's name.

When you and the student are ready, start the cassette recorder.

Ask the student:

"What is your name?" [Note: Be sure the student provides his/her first and last name.]

Go to the test booklet and begin the procedure.

When the student has answered the last question in Part III, stop the recorder.

Total the number of MAE responses in Parts II (p. 4) and III (p. 5) and write the combined total in the box on the front of the test booklet.

Provide the information asked for on the Test Administration Log:

- (1) Testing location (e.g., library, teachers' lounge, classroom)
- (2) Conditions (e.g., noise level, number of other people in the room, interruptions)
- (3) Number of students tested at the location

Please use this sheet to provide any comments you have about the testing process and/or the test content. Your comments will help us refine this speaking test.

Comments:

Appendix H

Focus Group Pictures

October 1992

This appendix includes the 11 pictures used in focus groups with 3rd graders and 6th graders at 99th Street School on October 8, 1992. The pictures were grouped into three categories: people (A-F), animals (G-I), and fantasy (J-K).

A





Photographer: Marquette Tisdell

C



Photographer: CLEO FREELANCE PHOTO

59
141

D

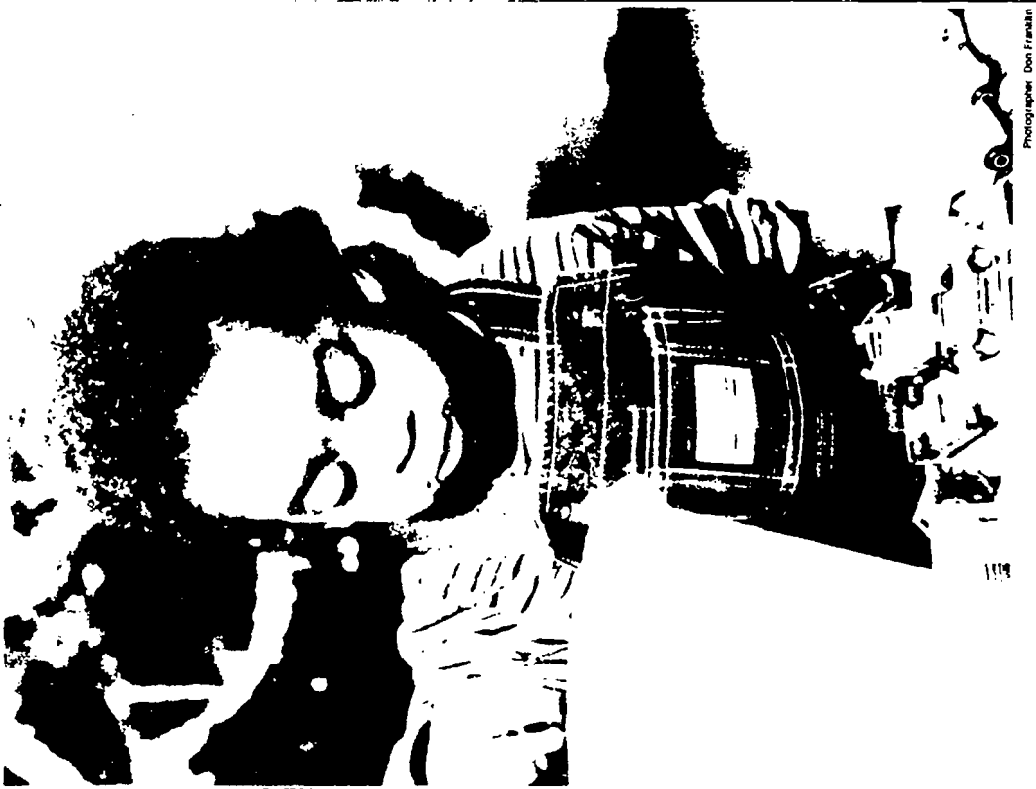


Photographer CLEO FREELANCE PHOTO

144



Photographer: Don Franklin



Photographer: Don Franklin

143

F

146



145



G



63 147

BEST COPY AVAILABLE

H



143

64



J



650

K



⁶⁷ 151

BEST COPY AVAILABLE

Los Angeles Unified School District
Language Development Program
for African American Students
Language Assessment Instruments

Final Report: Year 2

Frances A. Butler
Edynn Y. Sato
Patricia Snyder

December 1992

Center for the Study of Evaluation
Graduate School of Education
University of California
Los Angeles, CA